

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150024

Grants.gov Tracking#: GRANT11762272

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

Table of Contents

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e3
2. <i>Assurances Non-Construction Programs (SF 424B)</i>	e6
3. <i>Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
4. <i>ED GEPA427 Form</i>	e9
... <i>Attachment - 1 (1236-ED GEPA 427)</i>	e10
5. <i>Grants.gov Lobbying Form</i>	e13
6. <i>ED Abstract Narrative Form</i>	e14
... <i>Attachment - 1 (1235-Project Abstract FINAL)</i>	e15
7. <i>Project Narrative Form</i>	e17
... <i>Attachment - 1 (1251-NM CYFD Narrative FINAL FINAL)</i>	e18
8. <i>Other Narrative Form</i>	e114
... <i>Attachment - 1 (1237-Part 5 Standard Assurances and Certifications)</i>	e115
... <i>Attachment - 2 (1238-Preschool Expansion Grant 2014-419bspreadsheet)</i>	e119
... <i>Attachment - 3 (1239-Letters of Support - compiled)</i>	e120
... <i>Attachment - 4 (1240-Appendix L PreK Admin Walkthrough)</i>	e136
... <i>Attachment - 5 (1241-Appendix M PreK Consult Guide)</i>	e139
... <i>Attachment - 6 (1242-Appendix I PreK Annual Report)</i>	e157
... <i>Attachment - 7 (1243-Appendix A ToC, Needs)</i>	e203
... <i>Attachment - 8 (1244-Appendix B Indicators, Maps)</i>	e224
... <i>Attachment - 9 (1245-Appendix C PreK Act 2005)</i>	e234
... <i>Attachment - 10 (1246-Appendix E Curriculum Brief)</i>	e238
... <i>Attachment - 11 (1247-Appendix F FOCUS Criteria)</i>	e281
... <i>Attachment - 12 (1248-Appendix G FOCUS PreK Criteria Draft)</i>	e320
... <i>Attachment - 13 (1249-Appendix H PreK Program Stds)</i>	e354
... <i>Attachment - 14 (1250-Appendix K Career Lattice Brochure)</i>	e372
9. <i>Budget Narrative Form</i>	e375
... <i>Attachment - 1 (1234-Budget Part II Narrative)</i>	e376
10. <i>Form ED_524_Budget_1_2-V1.2.pdf</i>	e391
11. <i>Form ED_SF424_Supplement_1_2-V1.2.pdf</i>	e393

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1238-Preschool Expansion Grant 2014-419bspreadsheet.xls

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/15/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

State of New Mexico Children Youth and Families Department

* b. Employer/Taxpayer Identification Number (EIN/TIN):

856000565

* c. Organizational DUNS:

1022730700000

d. Address:

* Street1:

PO Drawer 5160

Street2:

* City:

Santa Fe

County/Parish:

* State:

NM: New Mexico

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

87107-5160

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Dan

Middle Name:

* Last Name:

Haggard

Suffix:

Title:

Organizational Affiliation:

CYFD - ECS

* Telephone Number:

505-827-6614

Fax Number:

* Email:

dan.haggard@state.nm.us

PR/Award # S419B150024

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

New Mexico PreSchool Development Expansion Grants

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant NM-a11

* b. Program/Project NM-a11

Attach an additional list of Program/Project Congressional Districts if needed.

 Add Attachment **17. Proposed Project:**

* a. Start Date: 10/01/2015

* b. End Date: 09/30/2018

18. Estimated Funding (\$):

* a. Federal	50,000,000.00
* b. Applicant	0.00
* c. State	(b)(4)
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Yolanda

Middle Name:

* Last Name: Berumen-Deines

Suffix:

* Title: Cabinet Secretary

* Telephone Number: 505-827-7602 Fax Number:

* Email: yolanda.coines@state.nm.us

* Signature of Authorized Representative: Yolanda Berumen-Deines * Date Signed: 10/15/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Yolanda Berumen Deinos	Cabinet Secretary
APPLICANT ORGANIZATION	DATE SUBMITTED
State of New Mexico Children Youth and Families Department	10/15/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee
 * Name
 * Street 1 Street 2
 * City State Zip
 Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="United States Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Elementary Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:
 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

b. Individual Performing Services (including address if different from No. 10a).
 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section. 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: <input type="text" value="Yolanda Benumen-Juines"/>	* Name: Prefix <input type="text"/> * First Name <input type="text" value="Yolanda"/> Middle Name <input type="text"/>
	* Last Name <input type="text" value="Benumen-Juines"/> Suffix <input type="text"/>
Title: <input type="text"/>	Telephone No.: <input type="text"/> Date: <input type="text" value="07/15/2014"/>

Federal Use Only: PR/Award # S419B150024	Authorized for Local Reproduction, Standard Form - LLL (Rev. 7-97)
--	---

PR/Award # S419B150024

Page e8

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

ED_GEPA_427.pdf

Delete Attachment

View Attachment

ED GEPA 427 Required Certification

New Mexico's existing system dedicates substantial resources and effort to ensuring the inclusion of children with delay or disability, of children from a range of ethnicities (races), and first generation immigrant children who are dual language learners. These efforts will be expanded greatly for this project, around issues New Mexico has prioritized in its efforts – disability, race, and dual language learners (national origin). The following items, from our project narrative, describe some of the initiatives, existing policies, and system components that will ensure inclusion of children from these two types of barriers that are addressed in Section 427.

To ensure that all families are informed of the opportunity and encouraged to enroll their children in available programs, Early Learning Providers will be encouraged to post flyers and place registration materials in WIC offices, businesses, community buildings including chapter houses and tribal government offices, and BIE schools. All PreK program marketing and registration materials will be provided in English, Spanish, and Diné (Navajo), as needed.

PreK program staff must assess each child with a developmental screening instrument that includes a social-emotional component prior to the third month of attendance. Programs must screen for early detection of children at risk for developmental delay and/or disability. When possible, the dominant language of the child will be used during screening. Appropriate referrals must be made to address all identified concerns. All developmental screening instruments must be valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.

This funding will allow the project Hub to develop and deliver additional training statewide in essential areas such as early literacy, early childhood mental health, dual language learners, children with special needs, family engagement, and transition. Online training modules will also be developed to accommodate the ever-increasing demands of the early childhood workforce in a rural state. All state-level training funded through this grant will be developed and integrated into the Hub's statewide training and technical assistance system. Two new ambitious strands that will improve program quality are:

1. Development of training for elementary principals using the newly revised competencies from the National Association for Elementary School Principals, and
2. Development and implementation of a strategic plan for the recruitment and inclusion of children with disabilities.

UNM Health Sciences Center for Development and Disability has been contracted from the first year to support a network of Inclusion Specialists to provide specialized coaching/consultation to programs when confronted with children who have special needs.

Embedded in our system is an emphasis on inclusion of children with disabilities and Dual Language Learners. The *FOCUS* Criteria is based upon the principles of the Full Participation of Each Child, which expands the definition of inclusion and refers to the range of approaches that promote full engagement in play, learning, development, and a sense of belonging for each child. The rationale for this, particularly in New Mexico, is that "Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child". (State of New Mexico Children, Youth and Families Department, 2010) In *FOCUS*, full participation is addressed in four areas: 1) how families are engaged in the development and learning of their children (family engagement), 2) how inclusive practices are implemented for young children with developmental delays and disabilities, 3) how the cultures and languages of each child, including young dual language learners (DLLs) are reflected and supported, and 4) how focused attention is paid to promoting social relationships" (New Mexico PreK *FOCUS* Criteria, Appendix G).

In addition to consultants being available to programs, the UNM Health Sciences Center for Development and Disability is funded to provide Inclusion Specialists as a resource for all early childhood care and education programs in the state. These Specialists are funded through the Child Care Development Block Grant, but are available to any early learning program. They provide consultation for both program staff and families when there are questions or concerns

regarding children with special needs. In New Mexico, these concerns are most often based on children socio-emotional needs. Therefore, this year Early Childhood Mental Health clinicians will be added to the consultant pool. To ensure that New Mexico PreK programs are integrating children with special needs, this project will fund the UNM Center for Development and Disabilities to develop and implement a plan for the recruitment and inclusion of all children with disabilities into the NM PreK sites.

(b)(6)

A rectangular box with a black border, used to redact a signature. The text "(b)(6)" is written in the top-left corner of the box.

Dan Haggard

Deputy Director for Program, Early Childhood Services Division, and Project Director
Children, Youth and Families Department

October 14, 2014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

State of New Mexico Children Youth and Families Department

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Yolanda Middle Name:
* Last Name: Berumen-Beines Suffix:
* Title: Cabinet Secretary

* SIGNATURE: Yolanda Berumen-Beines

* DATE: 10/15/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design, including a brief description of the sample, including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

2014 Preschool Development Grants – Expansion Grants

State of New Mexico Children Youth and Families Department

- **Overview**

The federal Preschool Development – Expansion Grant competition provides New Mexico with an opportunity to create an ambitious and achievable plan to ensure that many more four-year-old children have access to improved early learning programs and enter kindergarten with the skills, knowledge and dispositions they need to be successful.

- **Project Objectives and Activities**

New Mexico's Preschool Development-Expansion Grant proposal has five primary goals to increase quality and access to high-quality preschool programs:

(1) Build on the state's commitment to high-quality preschool programs to expand access to High-Quality Preschool Programs. New Mexico's State Preschool Program, *New Mexico PreK*, is a voluntary program created by the *Pre-Kindergarten Act of 2005* and jointly administered by the Children Youth and Families Department (CYFD) and the Public Education Department (PED). The purpose of *New Mexico PreK* is to ensure that every child in New Mexico has the opportunity to attend a high quality childhood program before entering kindergarten. It is expected that New Mexico's eligibility of receiving up to \$12.5 million per year for four years will result in up to 1,000 additional children served in New Mexico PreK in at least 50 classrooms within the identified High-Need Communities.

(2) Expand high-quality preschool programs in high-need communities to increase preschool program slots in New Mexico's identified Early Childhood Investment Zone communities. Thirty-five school districts (of 89 statewide) have been identified as New Mexico Early Childhood Investment Zones based on both socio-ecological factors and public school factors that indicate higher levels of risk for school failure. Communities within the Early Childhood Investment Zones will be funded to either expand existing New Mexico PreK slots or create new New Mexico PreK programs through a competitive proposal process.

(3) Ensure quality in New Mexico preschool programs by implementing:

- *FOCUS*, New Mexico's Tiered Quality Rating and Improvement System;
- Common Program Standards across all publicly funded New Mexico PreK Programs;

- Comprehensive Assessment System as the basis for continuous quality improvement;
- The New Mexico Kindergarten Entry Assessment (KEA); and
- The New Mexico early learning data system providing information for educators, families and policymakers.

(4) Collaborate with our Subgrantee, Regional Education Cooperative (REC) IX to ensure strong partnerships. REC IX is an educational consortium serving several rural districts within New Mexico. REC IX will work with preschool programs to increase the number and percentage of eligible children served in High-Quality Preschool Programs during each year of the grant period, beginning no later than the end of year one of the grant period, through the creation of new and expanded programs in the Early Childhood Investment Zones.

(5) Align the state's High-Quality Preschool Programs within a birth through third grade continuum. New Mexico PreK Programs will meet age appropriate standards and expectations that fit within the growth, development and learning benchmarks of New Mexico's Early Learning Guidelines for children birth to eight years old.

- **Proposed Project Outcomes**

- a) Serve more children in High-Quality Preschool Programs in Early Childhood Investment Zones including small, rural, and tribal communities
- b) Increase the percentage of students ready for kindergarten
- c) Identify more children in need of early intervention through increased screenings and provide services
- d) Increase parental engagement
- e) Improve classroom environments and children and adult interactions
- f) Increase inclusion of students with disabilities and dual language learners
- g) Increase workforce competencies through high-quality professional development and university scholarships

- **Names of other organizations for Collaboration:** New Mexico Public Education Department; Regional Education Cooperative IX; UNM Continuing Education, New Mexico Association for the Education of Young Children.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

TABLE OF CONTENTS

	Page
Project Narrative	
A. Executive Summary	2
B. Commitment to State Preschool Programs	10
C. Ensuring Quality in Preschool Programs	19
D. Expanding High-Quality Preschool Programs in Each High-Need Community	50
E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships	70
F. Alignment within a Birth Through Third Grade Continuum	82
G. Budget and Sustainability	96

Preschool Development Grants Program – Expansion Grants Application October 2014

A. Executive Summary

Introduction

It is now commonly accepted that high-quality early care and education play an important role in preparing children for success and lead to higher levels of educational attainment, career advancement and earnings. Many of our children in New Mexico enter elementary school without the basic skills necessary for success. For example, over the past four years, more than 59% of the children entering kindergarten do not have the literacy skills required for them to be considered “ready” for school (Public Education Department, 2014). For the past twenty years, data repeatedly confirms that children in New Mexico are at risk for school failure, for involvement with the juvenile justice system, for substance abuse, for teen pregnancy, and other indicators of school failure.

Currently, 62% of New Mexico’s eligible children are not served in any type of preschool program (Kids Count, 2014). The federal Preschool Development–Expansion Grant competition provides New Mexico with an opportunity to create an ambitious yet achievable plan to ensure that many more four-year-old children have access to improved early learning programs and enter school with the skills, knowledge and dispositions they need to be successful.

New Mexico’s Preschool Development-Expansion Grant proposal includes five primary goals. All five goals are based on our commitment to ensure that every child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential. To increase quality and access to high-quality preschool programs, the five goals of New Mexico’s proposal are to (1) Build on the state’s commitment to high-quality preschool programs by expanding access to New Mexico PreK and other preschool programs meeting the high-quality standards; (2) Expand high-quality preschool programs in high-need communities to increase preschool program slots in New Mexico’s identified Early Childhood Investment Zone communities; (3) Ensure quality in New Mexico preschool programs through the continued implementation of approved quality initiatives such as *FOCUS*, the New Mexico Kindergarten Entry Assessment (KEA) and enhanced utilization of the New Mexico early learning data system; (4) Collaborate with New Mexico’s Subgrantee, the Regional Education

Cooperative IX. to ensure strong partnerships and aligned services; and (5) Align New Mexico's high-quality preschool programs within a birth through third grade continuum. Taking each goal in turn, it is clear that New Mexico's current early childhood infrastructure is ripe for expansion with the continued quality requirements of the Preschool Development Expansion Grant.

(1) With the increased funding and matching state dollars, New Mexico will build on the state's commitment to high-quality preschool programs by expanding access to NM PreK.

New Mexico has a history of investing in early childhood programs to ensure that each and every child has the opportunity to reach their full potential. In the past 4 years (over the course of Governor's Martinez's first term), both the number of children receiving PreK and the investment made has more than doubled. Most recently, the General Appropriations Act of 2014 increases funding for early childhood initiatives by \$(b)(4), a 14 percent increase over FY14 appropriations. For FY15, New Mexico made available \$(b)(4) for key early childhood programs. The increased funding includes \$(b)(4) more for prekindergarten at \$(b)(4) \$(b)(4) \$(b)(4) more for childcare assistance, and \$(b)(4) more for home visits to families with infants. The early childhood total also includes \$9.4 million the state will receive annually for four years from the Federal Race to the Top-Early Learning Challenge federal grant for a childcare quality rating system and professional development.¹

With the Governor's support and the incredible opportunity that the Race to the Top-Early Learning Challenge grant provided, New Mexico enhanced the existing New Mexico PreK program through the implementation of high-quality initiatives.² New Mexico's High-Quality Preschool Program, New Mexico PreK, is a voluntary program jointly administered by the Children, Youth and Families Department (CYFD) and the Public Education Department (PED). The Preschool Development Grant-Expansion Grant will provide funding to expand New Mexico PreK services and serves the executive priority of granting every child in New Mexico the opportunity to attend a high quality early childhood program before entering kindergarten through: (1) increasing access to voluntary, high-quality early education; (2) prioritizing the enrollment of children without access to high quality programs; (3) providing developmentally

¹ *LFC Results First: Evidence-Based Options to Improve Outcomes* (New Mexico Legislative Finance Committee, 2014), 1.

² Created by the *Pre-Kindergarten Act of 2005* as evidenced in Appendix C

appropriate activities for NM children; (4) focusing on school readiness; (5) expanding early childhood community capacity; (6) providing PreK programs based on the comprehensive framework as described in the NM PreK Programs Standards; and (7) supporting linguistically and culturally appropriate curriculum.

If awarded the Preschool Development Grant-Expansion Grant, New Mexico is committed to matching at least ^(b) % of the grant funds with state funds. At first glance, it is anticipated that New Mexico's eligibility of receiving up to \$12.5 million per year for four years will result in as many as 1,000 additional children served in New Mexico PreK in at least fifty classrooms within the already identified High-Need Communities. This expansion is wholly consistent with the current course of early childhood education in New Mexico.

(2) If awarded the Preschool Development Grant, New Mexico will expand high-quality preschool programs in high-need communities to increase preschool program slots in New Mexico's identified Early Childhood Investment Zone communities.

In 2012 the Children, Youth and Families Department, the Department of Health, and the Public Education Department identified both socio-ecological factors and public school factors that indicate higher levels of risk for school success. Thirty-five school districts were identified as New Mexico Early Childhood Investment Zones where children are at greatest risk for not achieving school success.

The Preschool Development Grant-Expansion Grant provides New Mexico the opportunity to increase access to quality early education programs in a mixed delivery system that can support the likelihood of school and life success for children living within the Early Childhood Investment Zones. Communities within the Early Childhood Investment Zones will be prioritized to receive additional funding to expand New Mexico PreK slots. Additionally, New Mexico is committed to invest more than 50% of these funds to create new preschool slots in these high risk areas.

(3) The Preschool Development Grant funding will further ensure quality in New Mexico preschool programs by assisting the sustainability of approved quality initiatives such as *FOCUS* and the New Mexico Kindergarten Entry Assessment (KEA) and by enhancing utilization of the New Mexico early learning data system.

One of the key initiatives implemented as a result of the Race to the Top funding is *FOCUS (on young children's learning)*. Validated by Child-Trends, an internationally-

recognized early childhood research organization, FOCUS is New Mexico's Tiered Quality Rating and Improvement System (TQRIS) (Appendix F). FOCUS is designed to meet a number of early childhood education priorities by (1) focusing on children's learning through the implementation of New Mexico's authentic observation documentation and curriculum planning process based upon the recently revised *New Mexico Early Learning Guidelines: Birth through Kindergarten*, New Mexico's Early Learning and Development Standards (Appendix D); (2) implementing common program standards across all publicly funded Early Learning and Development Programs that include child and program assessment, curriculum planning, early childhood educator qualifications, health promotion practices and family engagement³; and (3) utilizing a common Comprehensive Assessment System as the basis for continuous quality improvement in all Early Learning and Development Programs including Child Care, Home Visiting, Head Start, Early Head Start, New Mexico PreK, Early Intervention through the Family Infant Toddler (FIT) program and Early Childhood Special Education.

Another key quality initiative is the Kindergarten Entry Assessment (KEA), which uses the kindergarten rubrics in the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the criteria for a Kindergarten Readiness Assessment to be used in all New Mexico public schools. This authentic assessment process will not only provide policy-makers with important data regarding the effectiveness of early learning programs, but will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction. The KEA will assess what entering students know and can do in relation to the kindergarten standards for learning described in the *New Mexico Early Learning Guidelines: Birth through Kindergarten*. The *Guidelines* are aligned with the state's kindergarten Common Core State Standards in English language arts and mathematics. The outcomes and indicators for kindergarteners that are described in that document are linked to learning in seven developmental domains: (1) physical development, health, and well-being; (2) literacy; (3) numeracy (4) aesthetic creativity; (5) scientific conceptual understanding; (6) self, family and community; and (7) approaches to learning. Following training on administering and scoring the KEA, kindergarten teachers will observe students as they engage in a variety of classroom activities and use a scoring rubric to assign a

³ These program standards include all of the structural elements of a High-Quality Preschool Program as evidenced in Appendix H.

rating that describes their level of performance on a set of target behaviors. They then enter the information about each child into a secure database. Once all student-level assessment data are entered, teachers will be able to run queries that can help them differentiate instruction and communicate with families.

The KEA is an authentic assessment that will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction. Doing so will help to ensure that each student's unique learning need(s) are met. KEA data also can be shared with families interested in fostering their children's learning.

Another executive priority and key component of the Race to the Top funding is the development and utilization of the New Mexico early learning data system. This innovative data system is designed to provide educators, families, and policymakers with essential tools to (1) provide the most current information educators need to nurture and teach the children in their programs; (2) empower families with the information they need in the order to make informed choices about which programs are best for their young children; (3) track young children's development and progress as they are increasingly ready for school; (4) measure the quality of and improvement in all of New Mexico's early learning and development programs; (5) assess the status of young children as they enter kindergarten; and (6) follow students from their earliest enrollment in early childhood programs through entrance into kindergarten, elementary, middle and high school, higher education and the workforce.

As FOCUS, the KEA, and development of the early learning data system demonstrates, New Mexico is vested in high-quality early childhood initiatives. The requirements of the Preschool Development Expansion Grant closely align with the current executive priorities and the award will provide more children and families access to these various voluntary educational services.

(4) New Mexico will continue to collaborate and partner with the Regional Education Cooperative IX as the Subgrantee to ensure strong partnerships.

The Regional Education Cooperative (REC) IX is an educational consortium serving several rural districts within New Mexico. REC IX has committed to working with preschool programs to increase the number and percentage of eligible children served in high-quality preschool programs during each year of the grant period, beginning no later than the end of year one of the

grant period, through the creation of new and expanded programs in the Early Childhood Investment Zones. REC IX was selected as the Subgrantee for several reasons. Region IX has a long history of providing early childhood services. They are a Head Start grantee and have served as a contractor for early childhood services for a number of years. Both the Children, Youth and Families Department and the Public Education Department have an established working relationship with REC IX. The Subgrantee is similar to quasi-governmental agencies or early childhood foundations elsewhere. The state departments are able to flow funds to Region IX through interagency government agreements (IGAs) and are subject to the same procurement rules as state agencies.

At least 95% of the federal grant funds will be subgranted to REC IX over the grant period. Communities within the New Mexico Early Learning Investment Zones will apply through a request for application (RFA) process, no later than the end of year one of the grant, for funding to expand or put in place new PreK programs meeting all of the identified standards for High-Quality Preschool Programs in their respective high-need communities. All PreK program marketing and registration materials will be provided in English, Spanish, and Diné, as needed. To ensure that all families are informed of the opportunity and encouraged to enroll their children in available programs, Early Learning Providers will be encouraged to post flyers and place registration materials in WIC offices, businesses, community buildings (including chapter houses and tribal government offices), and BIE schools.

(5) The Preschool Development Expansion Grant will align the state's high-quality preschool programs within a birth through third grade continuum.

New Mexico's Early Learning Guidelines laid the foundation upon which the state intends to build. The Guidelines are aligned to the five domains of school readiness set forth in this application, and additionally, are aligned to the current New Mexico content standards. An initial crosswalk of the Common Core State Standards (which New Mexico adopted in October 2010) showed strong alignment to the Early Learning Guidelines. An external alignment of the New Mexico content standards and Early Learning Guidelines has been completed by WestEd. This alignment will be used to support the vertical integration of Early Learning and Development Programs to the expectations we have for our kindergarten students.

Building on early literacy skills, New Mexico's early reading initiative, New Mexico Reads to Lead, provides a consistent approach for districts and schools to ensure that children

can read by the end of third grade—giving them essential skills for future career and college success. The New Mexico Reads to Lead Initiative funds a reading K–3 Formative Assessment System provided to districts at no cost. It also provides regional and district reading coaches, supports for intervention, and professional development for parents, teachers, reading coaches, and administrators. The state’s commitment to supporting increased student achievement in grades K–3 is evidenced by the state funding provided to the Reads to Lead program including \$(b)(4) in 2012–2013, \$(b)(4) in 2013–2014, and \$(b)(4) in 2014–2015.

Conclusion

As articulated above, Governor Martinez’s early childhood education priorities are consistent with the priorities set forth in the Preschool Development Expansion grant guidelines and application. Reiterating, New Mexico meets the grant’s “Absolute Priority 1” because New Mexico is committed to increasing access to high-quality preschool programs in the already identified high-need communities; and New Mexico meets “Absolute Priority 2” because we are a Race to the Top – Early Learning Challenge State and have made monumental strides in the development and implementation of high-quality initiatives and data systems. In addition to meeting the “Absolute Priorities,” New Mexico also meets the “Competitive Preference Priorities 1, 2 and 3”: (1) New Mexico will match grant dollars with state funds; (2) over the last four years, New Mexico’s executive and legislative branches have invested in early childhood education demonstrating statewide support of a continuum of early learning and development; and (3) with the expanded funding, New Mexico is committed to invest more than (b)(4)% of the estimated \$12.5 million over four years to create new high-quality preschool slots in the high-risk areas.

As evidenced in the letters of support submitted by the Legislature, New Mexico has had significant support from the legislature throughout the history of New Mexico PreK.⁴ Even in years when other states were cutting funding or eliminating their prekindergarten programs, New Mexico experienced expansions. Governor Martinez is proud of our prekindergarten program and its outcomes and along with the legislature, the Children, Youth, and Families Department, and the Public Education Department is committed to continuing the investment in high-quality initiatives and evidenced based early childhood programs that enhance education and overall

⁴ Included are letters of support from the Legislative Finance Committee and the Legislative Education Study Committee

well-being for New Mexico's children. The recent expansion of New Mexico PreK, increased investments in childcare and home visiting, and the creation of the New Mexico Reads to Lead initiative provide clear evidence that the Martinez administration is fully committed to supporting all of our states young learners. New Mexico stands ready to further expand PreK through the Preschool Development Grant Program – Expansion Grant to our students most in need to ensure that all students are ready for success once they enter Kindergarten.

Map of New Mexico Investment Zones

B. Commitment to State Preschool Programs

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High Quality Preschool Programs for Eligible Children, is evidenced by--

(1) State Early Learning and Development Standards:

- The *New Mexico Early Learning Guidelines: Birth through Kindergarten*, were developed by New Mexican early educators and nationally known experts. The hundreds of practitioners, advocates, and faculty who contributed to their development are working with young children from a variety of programs across the early childhood system in the state, including but not limited to: Family Child Care, Center-based Child Care, Home Visiting, Early Intervention, Early Head Start, Head Start, New Mexico PreK, Early Childhood Special Education, Preschool, Kindergarten, Training, Technical Assistance, and Consultation Programs and Higher Education. The *New Mexico Early Learning Guidelines* provide a common vocabulary to describe children's growth, development and learning. They are formatted in a continuum to help educators and families see an individualized picture of each child's capabilities. The *New Mexico Early Learning Guidelines* reflect current brain research and early childhood best practices. Educators in early education programs spanning birth through PreK utilize the *New Mexico Early Learning Guidelines*, as the foundation for the alignment of systems and improvement of program quality.
- The kindergarten rubrics in the *New Mexico Early Learning Guidelines* will be used as the criteria for the Kindergarten Readiness Assessment to be piloted in School Years 2014-16 and to be used in all New Mexico public schools beginning in School Year 2016-2017. Revisions to the *New Mexico Early Learning Guidelines* (essential indicators and rubrics) have recently been made as part of the alignment and validation process by WestEd, an organization contracted by the State to develop the Kindergarten Readiness Assessment.
- New Mexico's *FOCUS: Essential Elements of Quality* criteria and TQRIS program are focused on children's learning outcomes through the full implementation of New Mexico's Authentic Observation Documentation and Curriculum Planning Process, using

the *New Mexico Early Learning Guidelines: Birth through Kindergarten*, as early learning criteria. (Appendix D)

(2) The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years;

- The State Legislature has made a financial investment to the New Mexico's PreK Program commitment year after year since the enactment of the PreK Act of 2005. In last year's Legislative Finance Committee Report, released on September 23, 2013, they reported that "Children who participated in NM PreK do significantly better in third grade reading and math than their peers who did not participate or peers that participated in child care. Similarly, PreK participants, when compared with peers who did not participate in PreK and peers who participated in child care, tend to have higher proficiency rates on the Standards Based Assessment and are less likely to participate in special education by third grade."
- In the final PreK program evaluation report released by NIEER in 2010, titled, "*The New Mexico PreK Evaluation: Results from the Initial Four Years of a New State Preschool Initiative*," their overall finding is that New Mexico PreK improves children's readiness for kindergarten in key academic areas—language, literacy, and mathematics, across different types of PreK settings (public and non-public early care and education entities).
- By statute and rule, the New Mexico PreK Program is jointly administered by two state agencies—the New Mexico Public Education Department and the Children Youth and Families Department. Both agencies has demonstrated the success of the program by carefully budgeting funds to serve more children each year and to provide support services, such as; teacher and administrator trainings, consultation services and opportunities for teachers to receive AA and BA degrees and licenses in early childhood education. Table B below shows the New Mexico PreK Program annual funding amounts for the last four years and the number of eligible children served.

	FY10	FY11	FY12	FY13	FY14
CYFD	(b)(4)				
PED					
Total					

(3) Enacted and pending legislation, policies, or practices that demonstrate the State’s current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children;

- During the 2005 legislative session, the New Mexico legislature passed the New Mexico Pre-Kindergarten Act (Children’s Code, Article 23, Sections 32A.23.1.8 NMSA 1978) and provided funding to develop and implement voluntary pre-kindergarten programs to advance childhood development and readiness throughout New Mexico. The New Mexico PreK program provides voluntary, state-funded PreK programs for children who turn four years old before September 1st and are not age-eligible for kindergarten. By law, the PreK program must address the total developmental needs of preschool children, including physical, cognitive, social, and emotional needs, and shall include health care, nutrition, safety, and multicultural sensitivity. The Public Education Department and the Children Youth and Families Department have joint responsibility for the administration and implementation of the PreK program. Allocated funds are divided evenly between the two departments and the Public Education Department funds school districts and charter schools while the Children Youth and Families Department funds other eligible providers for pre-kindergarten services.
- Rather than New Mexico PreK being a categorical program based upon income eligibility, New Mexico remains committed to it being a voluntary program serving all children in communities where children are determined to be most at risk. This commitment is exemplified in the New Mexico PreK Act: “Prekindergarten services may be provided by public schools and private providers on a per-child reimbursement rate in communities with public elementary schools that are designated as Title I schools and have at least sixty-six percent of the children served living within the attendance zone of a Title I elementary school.”

- Since the PreK program was funded in 2005, New Mexico PreK has been a half-day program, funded to operate for half days based on the public school calendar. This School Year 2014-2015, New Mexico PreK has been funded to implement a pilot for some of the half-day PreK programs to provide a full-day preschool program. As a result, the extended-day pilot now serves a total number of 1,765 PreK students. Program hours for an extended-day program are 900 instructional hours plus 90 hours for parent engagement activities and planning, as opposed to a half-day program that provides 450 instructional hours plus the same 90 hours of parent engagement and planning. The per-child reimbursement rate was doubled to \$6,000 for these extended-day pilot programs. Program staff will report student observation/assessment data three times in the year rather than only two times and the benefits of the pilot will be shared with legislators at the end of the current school year.

(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS:

Using the State's existing New Mexico PreK Program, which has been proven to be successful, the State commits to expanding the accessibility of the components of this High Quality Preschool Program to more children.

The federal *Race to the Top/Early Learning Challenge Fund Grant*, which was received two years ago, provides New Mexico with an opportunity to build a coordinated system of early learning and development to ensure that many more children from birth to age five have access to dramatically improved early learning programs and enter school with the skills, knowledge and dispositions they need to be successful.

Building upon the proven success of the existing New Mexico PreK Program and implementation of *FOCUS (on children's learning)*, New Mexico's third generation Tiered Quality Rating Improvement System (TQRIS), New Mexico will provide early childhood program personnel with the criteria, tools and resources necessary to improve the quality of their program (Appendix F). These quality improvements focus on children's growth, development, and learning so that each child has an equitable opportunity to be successful when they enter school. The early learning program criteria within the *FOCUS Essential Elements of Quality*

provides a framework for programs as they strive to make quality improvement efforts. The *FOCUS Essential Elements of Quality* criteria also serves as the basis for a self-assessment or continuous quality improvement process used to encourage program leadership and self-determination. Through this process, programs will determine their own program's level of quality as being: "quality", "high quality", or "exemplary". Together, the *New Mexico Early Learning Guidelines: Birth through Kindergarten* (Appendix D), the *PreK Program Standards* (Appendix H) and the *FOCUS: Essential Elements of Quality* provide:

- Common Early Learning Standards, standardized criteria for a common Authentic Observation Documentation Curriculum Planning Process.
- Common Early Learning Program Standards, a standardized process for Continuous Quality Improvement and standardized criteria for a common quality rating and improvement system.

And, the *FOCUS* framework is also closely aligned with the New Mexico Professional Development System, a standardized early childhood workforce knowledge and competency framework with a corresponding progression of credentials named the *Common Early Childhood Professional Development Standards*.

Just as the *NM Early Learning Guidelines* provide a framework of criteria regarding children's growth, development and learning that educators rely on to plan curriculum, the *FOCUS: Essential Elements of Quality* provide a framework of criteria that program personnel can use to plan quality improvements to their program.

Through the implementation of *FOCUS*, the state's Early Learning Standards, PreK Program Standards, and Early Childhood Professional Development Standards merge. Altogether, they are designed to ensure that many more children have access to dramatically improved preschool programs so that they enter school with the skills, knowledge and dispositions they need to be successful. Through the use of a program improvement and quality rating system, early learning programs will increase their ability to focus on children's learning, improve their practice, and as a result of that improvement in practice, improve each child's kindergarten readiness.

(5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool children, including, if applicable, programs and services supported by Title I of the

ESEA, part C and section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C.9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.):

The New Mexico Early Childhood Care and Education Act was created in the 2011 New Mexico Legislative Session. The Act established the New Mexico Early Learning Advisory Council, known as, the Early Learning Advisory Council (ELAC). The Early Learning Advisory Council has been appointed by New Mexico's current Governor. It has representation from local education agencies, the business sector, early childhood care and education programs, Head Start, and states agencies – Children, Youth, and Families Department, Public Education Department and the Department of Health. The ELAC established a plan for the transformation of seven major early childhood care and education systems into a “system of systems”. It was this plan that the Early Childhood Care and Education Act was based upon. The Early Learning Advisory Council adopted as its goal that: ‘Every child in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high quality early learning system.’ To achieve this goal, they set the following five objectives:

- Establish an integrated data system with two primary components that will allow to correlate services being provided with results based accountability measures – a unique identifier system and a data warehouse.
- Establish an aligned early learning system with programs that are more efficiently and intentionally funded so that all families have consistent access to a seamless continuum of appropriate services, with assurance that children who are most at risk for school failure have equitable access to the highest quality programs.
- Increase the participation of children (especially those who are most at risk for school failure) in the highest quality programs.

New Mexico's Early Learning System of Systems					
Ages					
Prenatal	Birth to One	One	Two	Three	Four to Kindergarten Entry
HOME VISITING					
	IDEA Part C Early Intervention – NM FIT PROGRAM			IDEA Part B EC Special Education	
	Child Care				
Early Head Start					
					NM PreK

New Mexico's ELAC, Race to the Top, and this federal preschool plan are ALL based on the commitment to create an early care, health and education "system of systems" that transforms disconnected, siloed programs that historically have labeled and segregated children because of categorical funding streams into a coordinated system. The system focuses on the building of high-quality, comprehensive, community specific programs with a continuum of integrated services. This plan is based on the belief that community programs are able to work together when provided with a common focus – ensuring that every child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

Due to the committed support of business leaders, early childhood practitioners, legislators, government officials and community members, New Mexico has created an efficient and cohesive infrastructure, supported by the appropriate policies and legislation, to effectively support the delivery of high quality early childhood care and education to children and their families. Through this infrastructure of support, the Children Youth and Families Department has developed a sophisticated third-generation TQRIS for center-based licensed (child care and Head Start) programs. Based on this, the Public Education Department and Children Youth and

Families Departments has now completed the development of the New Mexico Preschool *FOCUS/TQRIS* (Appendix G) system that will be piloted in January 2015 by PreK programs, Title I early childhood programs (which follow the NM PreK model), and Special Education (“619”) preschool programs in the public schools.

The integration of “619” programs will be expedited because the state-funded PreK program has many inclusive classrooms providing services to children with disabilities alongside their typically developing peers.

PreK programs serve homeless children and provide the necessary support and services they may need. PreK programs in the two largest metropolitan areas are integrated into agencies specifically serving the homeless population.

... The State *FOCUS* Implementation Team includes representation from staff responsible for the implementation of the following programs: Title I early childhood programs, Part C and section 619 of Part B of IDEA, Head Start, and child care. The team meets monthly to plan and carry out the *FOCUS* implementation plan.

New Mexico’s early learning reform agenda will fully implement the *FOCUS TQRIS* as the most effective strategy for achieving bold systems reform. New Mexico is ready for this reform. The solid and sustained experiences of the past twenty years have provided the knowledge and understanding of systems change required to establish bold yet achievable objectives.

ALL state-funded NM PreK programs will be part of the *FOCUS/TQRIS* system. Therefore, in keeping with the commitment for there to be one NM PreK program, federally-funded NM PreK programs will have the contractual obligation to participate in the *FOCUS TQRIS* as well.

(6) The State’s role in promoting coordination of preschool programs and services with children (including child health, mental health, family support, nutrition, child welfare) and adult education and training sectors:

... The New Mexico PreK program is jointly administered by Public Education Department (PED) and Children Youth and Families (CYFD). PED provides funding to public schools through a Request for Applications (RFA) process resulting in inter-government agreements between each school district or charter school and PED. CYFD provides funding to community-based programs (Head Start, Child Care, Early Childhood Development programs, etc.) through

an RFA process resulting in a contract agreement between each community-based program and CYFD or an inter-governmental agreement if the program is within a governmental entity. Throughout the procurement process, both PED and CYFD, work together to ensure that there is coordination between the two departments to ensure communities with the highest need are addressed without creating competition or over-saturation between programs.

The NM PreK Program Standards, teacher and administrator training, and extensive on-site coaching/consultation is designed to serve the PreK program as a whole regardless of the funding stream. This allows for a consistent PreK program experience for New Mexico's four year olds that will prepare them for school.

All NM PreK programs are expected to adhere to the same NM PreK Program Standards, regardless of funding source. For example:

- All PreK programs are required to participate in the National School Lunch Program if they attend a public school or in the Child and Adult Care Food Program if they attend PreK programs funded by the Children Youth and Families Department.
- PreK program staff are required to assess each child with a developmental screening instrument that includes a social-emotional component prior to the 3rd month of attendance. Staff must screen for early detection of children at risk for developmental delay and/or disability.
- PreK programs must ensure that health assessments are completed for each child by a school health professional or a health care provider prior to the beginning of PreK or within the first three months of attendance. These assessments are: physical examinations, current immunizations, vision screening, hearing screenings, and dental screenings. A school health professional must either conduct the assessments or arrange for another health provider to conduct the assessments on site.

Through New Mexico's Tiered Quality Rating and Improvement System (*FOCUS*) there are many collaborative opportunities between programs serving four year olds. *FOCUS* is designed for participation of all the Early Learning Programs in New Mexico: Home Visiting, Early Head Start, IDEA Part C, Child Care, Head Start, IDEA Part B 619 and PreK, and uses common elements to assess program quality and develop a continuous quality improvement process. In addition, the Early Learning Programs are working together to design common competencies for

training and consultation that ensure the support of the full participation of each educator, family and child.

New Mexico has a long history of personnel within its diverse programs and systems collaborating through the development of the state's professional preparation and training systems, quality rating and improvement systems, and its authentic observation documentation and curriculum planning process based on the state's *Early Learning Guidelines*.

C. Ensuring Quality in Preschool Programs

New Mexico has a heritage of commitment to children, their families and communities. High standards and multilevel collaboration are the strands used to intentionally weave success – especially for our most vulnerable children. The Race to the Top/Early Learning Challenge Grant has allowed us to propel the development of a “system of systems” needed for a high quality early childhood continuum. For over twenty years, New Mexico has been systematically working to implement a coordinated system of early learning. Over the past fifteen years, strategic growth has occurred in the area of ensuring quality in our Preschool Programs. Increasingly, our children who attend New Mexico PreK programs are entering school with the skills, knowledge and dispositions needed to be successful. The Public Education Department and the Children, Youth and Families Department have successfully partnered to establish one High Quality Preschool Program, New Mexico PreK, which operates in diverse public and private settings to provide options for families. Building networks and connections between educators across the state ensures quality early experiences for our children. Although New Mexico is large geographically, the population is small enough to establish strong collegial relationships.

New Mexico will continue to improve, enhance and add key components to its High Quality Preschool Program at the state level by:

- Improving the quality of preschool programs through alignment of the PreK Program standards with the requirements for High-Quality Preschool Programs,
- Improving teacher quality by increasing the number of early childhood teachers with degrees through collaboration with faculty in the Higher Education system, teacher scholarships, and teacher training,

- Providing enhanced training for early childhood and elementary school program administrators, and
- Data collection and analysis.

At the state level, New Mexico continues to focus on the training needs of its early childhood care and education workforce. To anchor its four regional Early Childhood Training and Technical Assistance Programs, a “Hub” for statewide training and technical assistance is being established at the University of New Mexico Continuing Education Center in Albuquerque. This Hub will coordinate and consolidate training for all early childhood care and education systems, including New Mexico PreK. This funding will allow the Hub to develop and deliver additional training statewide in essential areas such as early literacy, early childhood mental health, dual language learners, children with special needs, family engagement, and transition. Online training modules will also be developed to accommodate the ever-increasing demands of the early childhood workforce in a rural state. All state-level training funded through this grant will be developed and integrated into the Hub’s statewide training and technical assistance system. Two new ambitious strands that will improve program quality are:

1. Development of training for elementary principals using the newly revised competencies from the National Association for Elementary School Principals, and
2. Development and implementation of a strategic plan for the recruitment and inclusion of children with disabilities.

Project at a Glance: Key Goals, Rationale, and Responsible Party

Key Goal: Increase Teacher Quality by providing scholarships through T.E.A.C.H.® Early Childhood New Mexico Scholarships.

Rationale: “Research shows that when early childhood professionals have specialized training and education, children benefit.” NAEYC Where We Stand on Professional Standards, 2009

Responsible Party: New Mexico Association for the Education of Young Children

Key Goal: Improve Teacher Training

Rationale: The professional training and formal education of teachers is linked to higher quality teacher-child interactions. A strong connection has been found between the number of years of formal early childhood teacher education and program quality (Bowman, Donovan & Burns, 2001). Administrators of early childhood programs need managerial and leadership skills and

knowledge specific to the education of young children and their families. NM Pre K Program Standards (Appendix H)

Responsible Party: UNM Continuing Education

Key Goal: Improve Administrator/Principal Training

Rationale: Administrators must have early childhood knowledge and experience or have on-site administrative personnel with early childhood knowledge and experience. Administrators will support quality early childhood practices. NM Pre K Program Standards (Appendix H)

Responsible Party: UNM Continuing Education

Key Goal: Update and Improve Program Standards and Early Learning Guidelines

Rationale: The New Mexico Early Learning Guidelines for Preschool and Kindergarten have been aligned across current systems serving young children in the state, including PreK, Head Start, special education preschools (IDEA-619), child care and kindergarten. The PreK Program Standards are currently undergoing revision to include special education preschools and preschools funded under Title 1 of the ESEA. This alignment enables educators who are working with children funded by multiple systems to use the Essential Indicators of the Early Learning Guidelines to observe, document, and report children's growth, development, and learning using the same criteria. If New Mexico is awarded the Preschool Development Grant—Expansion Grant, both these documents will need further revision to ensure fidelity to the requirements of High-Quality Preschool Programs.

Responsible Party: UNM Continuing Education

Key Goal: Recruitment of Children with Disabilities

Rationale: Children with disabilities should experience the same quality preschool classroom program (presumably high quality) as typically developing children (Bailey et al., 1998); become members of the classroom community through participation in class activities (Schwartz, 1996); and develop positive social relationships with class members and teachers (Guralnick, 1999; Storey, 1993).

Responsible Party: UNM Health Sciences Center for Development and Disabilities

Key Goal: Data Collection and Analysis

Rationale: Data is an essential tool to examine the quality of the PreK program.

Responsible Party: UNM Continuing Education

Key Goal: Hire One Federal Preschool Grant Coordinator

Rationale: New Mexico Children, Youth and Families Department is the Lead Agency for all fiscal and reporting responsibility for this grant.

Responsible Party: New Mexico Children, Youth and Families Department

Key Goal: New Mexico PreK Program Monitors

Rationale: Needed to consult with programs and ensure each program's contractual compliance.

Responsible Party: New Mexico Public Education Department and Children, Youth and Families Department

TIMELINE								
Key Activities	Jan-June 2015	July-Dec 2015	Jan-June 2016	July-Dec 2016	Jan-June 2017	July-Dec 2017	Jan-June 2018	July-Dec 2018
Federal Preschool Grant Coordinator	Complete Human Resources Process to hire 1 FTE – Federal Preschool Grant Administrator							
Three NM PreK Monitors	Complete Human Resources Process to hire 3 FTE- NM PreK Monitors							
T.E.A.C.H. ®Scholarships		Contract with NMAEYC	Provide Scholarships Ongoing Through 2018	X	X	X	X	X
Infrastructure								
A. Program, Early Learning and Personnel Standards; Revision, Translation, Layout, Printing		Contract with UNM Continuing Education	X	X	X	X		
B. Development of								

Training								
1. Enhanced training materials	Identify Subject Matter Experts	Dual Language Learner & Children with Disabilities	Early Childhood Mental Health		Family Engagement	Training for Elementary Principals-NAESP Competencies for Early Childhood		
2. Development of On-line training modules for enhanced training			Dual Language Learner & Children with Disabilities	Early Childhood Mental Health	Family Engagement	Training for Elementary Principals-NAESP Competencies for Early Childhood		
C. Delivery of Training								
1. Face to face		Dual Language Learner & Children with Disabilities Ongoing through Dec 2018	Early Childhood Mental Health Ongoing through Dec 2018		Family Engagement Ongoing through Dec 2018	Training for Elementary Principals-NAESP Competencies for Early Childhood Ongoing through 2018		
2. On-line			Dual Language Learner & Children with Disabilities and ongoing	Early Childhood Mental Health and ongoing through	Family Engagement and ongoing through Dec 2018	Training for Elementary Principals-NAESP Competencies for Early		

			through Dec 2018.	Dec 2018		Childhood . Ongoing through Dec 2018		
3. Data Collection and Analysis		Contract with UNM Continuing Education	Ongoing Review of reports and Data analysis through 2018.					
Develop and Implement a plan for recruitment and Inclusion of children with Disabilities		Contract with UNM CDD.	X	X	X	X	X	X

C1. The extent to which the State has an ambitious and achievable plan to ensure program quality.

For the past ten years, New Mexico PreK has set aside a portion of the funds that have been allocated by the legislature for quality improvement and program support. As a result:

- NMAEYC has been contracted from the first year to provide T.E.A.C.H.® Scholarships that have not only provided previously unheard of opportunities for professional development, institutions of higher education were able to build a strong early childhood professional preparation system.
- UNM Continuing Education has been contracted from the first year to establish a statewide research-based coaching/consultation system that provides on-site programmatic and curricular support to no more than 16 classrooms per consultant
- UNM Continuing Education has been contracted from the first year to establish a statewide standardized training and technical assistance system that provides all New Mexico PreK teachers with program-specific training necessary for them to be successful
- UNM Health Sciences Center for Development and Disability has been contracted from the first year to support a network of Inclusion Specialists to provide specialized coaching/consultation to programs when confronted with children who have special needs.
- Higher education institutions throughout the state have been contracted from the first year to establish a system of Early Childhood Training and Technical Assistance Programs with highly qualified staff who provide a variety of training opportunities
- The Public Education and Children, Youth and Families Departments are staffed with highly qualified PreK Program Managers and PreK Program Monitors who visit all programs and contractors on a regular basis to ensure contract compliance and provide technical assistance when necessary.

Federally-funded High-Quality Preschool programs will be integrated into the New Mexico PreK program infrastructure and will have all of the above resources made available to them.

New Mexico plans to use no more than five percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level. As the budget/budget narrative reflects, New Mexico plans to use that 5% for:

- One FTE to act as the federal preschool grant coordinator. This person will work across departments to ensure compliance with federal expectations, fulfillment of the state plan, and coordination with the on-going New Mexico PreK program.
- Three FTEs to join the existing New Mexico PreK Program Monitors to work with the Subgrantee to consult with programs and ensure each program's contractual compliance.
- Continue to focus on updating and improving program standards, early learning standards, and personnel qualifications through implementation of the *FOCUS PreKindergarten* TQRIS (Appendix G) quality framework, the *New Mexico Early Learning Guidelines* as the foundation for the authentic observation, documentation and curriculum planning process, and the PreK Program Standards.
- Contract with the UNM Health Sciences Center for Development and Disability to develop and implement a plan to recruit and serve children with special needs
- Improve teacher quality through increasing degree levels within the Early Childhood workforce by providing T.E.A.C.H. scholarships
- Provide teacher/administrator training and administrator meetings including: Early Literacy, Dual Language Learners, Children with Disabilities, Early Childhood Mental Health, Family Engagement and Transition Training.
- Develop and provide administrator training based on the NAESP Elementary Principal Competencies for Early Childhood
- Create online training modules for teachers and administrators
- Data collection and analysis

(a) Enhancing or expanding Early Learning and Development Standards

New Mexico considers the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as its Early Learning Standards. These Standards were established to be used as the foundation for the alignment of all the early childhood care and education systems in the state. As such, the *Early Learning Guidelines* are viewed as a living document that will improve and change as systems improve and change.

New Mexico's PreK Program Standards were updated in the summer of 2014 to:

- Align with Common Core Standards
- Clearly identify Kindergarten/School Readiness criteria

- Identify criteria/early learning indicators from all domains that will be used in the Kindergarten Entry Assessment (KEA)
- Expand and revise Kindergarten-level indicator rubrics in several domains.

These revisions were made in consultation with WestEd, who is contracted to assist in the development and validation of the KEA.

(b) Implementing Program Standards consistent with a High-Quality Preschool Program

New Mexico considers the *FOCUS Essential Elements of Quality* as High-Quality Early Childhood Care and Education Program Standards. PreK Standards delineate the contract requirements for New Mexico PreK programs. As a result of the Race to the Top Early Learning Challenge Grant, draft New Mexico PreK *FOCUS* Criteria (Appendix G) were developed in September, 2014. This document includes criteria for programs funded by New Special Education and Title I. The draft PreK *FOCUS* Criteria includes enhanced tiered continuous quality improvement standards. The criteria will be reviewed and revised to ensure consistency and alignment with this High-Quality Preschool Program initiative.

New Mexico PreK half-day programs meet the definition of a High-Quality Preschool program with the exception of the length of school day. In 2014, the New Mexico Legislature earmarked a portion of the New Mexico PreK funding to be used for an extended day pilot. The opportunity to expand to a full day was met with considerable enthusiasm by existing NM PreK providers and the pilot program was implemented in the 2014-15 school year. The allocated funding was not adequate to meet the demand. This federal funding for High-Quality Preschool Programs will allow half day programs in Early Childhood Investment Zones to expand to provide full-day services. However, there are some parents and programs that prefer a half-day preschool program. It is anticipated that state funds will continue to fund half-day programs so that this option continues to be available.

The *FOCUS* criteria for New Mexico PreK and other preschool programs in the public schools now creates a three-Tiered Quality Rating and Improvement System (TQRIS) specific to these programs. The tiers are delineated as “Quality”, “High Quality”, and “Exemplary”. PreK Program Standards Contract Compliance Indicators are the first level of “Quality”. As programs implement additional best practices they move up the tiered levels. These criteria will be identified and become part of the Continuous Quality Improvement Process and verified during contract compliance visits. One of the key questions New Mexico has been addressing this year

is how to incentivize quality improvements. Although child care programs are able to access a robust differentiated subsidy system, there is not differentiated funding available in any other system at this time. And, it is clearly documented that these financial incentives have not only significantly increased the quality of child care programs in the state, it has significantly increased the number and percentage of low income children in high quality child care. Based on our experience with the child care system, we will explore options for incentives for preschool programs.

New Mexico's core approach to ensuring High-Quality Preschool settings for all children is the use of its program standards, training, professional development and its coaching model. Preschool coaches, called consultants, bring their knowledge and expertise in developmentally appropriate early childhood practice and, specifically, their knowledge of the components of the New Mexico Authentic Observation Documentation Curriculum Process and Early Learning Guidelines, to their collaborative partnerships with teachers and administrators. Consultants and teachers/administrators become partners applying the New Mexico Authentic Observation Documentation Curriculum Process within their classroom practices. Through this strong approach to supporting High-Quality Preschool Programs using Program Standards and coaching or consultation, we will continue to learn about areas of improvement and work to implement revisions to the state's PreK program and its support structures.

(c) Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development

New Mexico is committed to creating and sustaining an early learning system that focuses on building high quality, comprehensive, community programs that form a continuum of integrated services. This commitment reflects the goal adopted by the New Mexico Early Learning Advisory Council that, "every child in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high quality early learning system". The chart below from FOCUS shares how this looks across the state's numerous system components.

Embedded in our system is an emphasis on inclusion of children with disabilities and Dual Language Learners. The *FOCUS* Criteria is based upon the principles of the Full Participation of Each Child, which expands the definition of inclusion and refers to the range of approaches that promote full engagement in play, learning, development, and a sense of belonging for each child. The rationale for this, particularly in New Mexico, is that “Every child in New Mexico has diverse strengths rooted in his or her family’s unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child”. (State of New Mexico Children, Youth and Families Department, 2010) In *FOCUS*, full participation is addressed in four areas: 1) how families are engaged in the development and learning of their children (family engagement), 2) how inclusive practices are implemented for young children with developmental delays and disabilities, 3) how the cultures and languages of each child, including young dual language learners (DLLs) are reflected and supported, and 4) how focused attention is paid to promoting social relationships” (New Mexico PreK *FOCUS* Criteria, Appendix G).

“Research indicates that human development is the result of an interaction of nature (biological factors) and nurture (experience factors), with culture affecting caregiving practices (Shonkoff & Phillips, 2000).

Consultants support teachers and administrators in acknowledging and appreciating their student’s family and their community’s unique character, culture, and traditions. Consultants support best practices with teachers, administrators, and programs/schools in honoring home and native languages within the diverse populations of New Mexico. Consultants provide language/literacy resources and support to develop individualized approaches and strategies to strengthen home-school connections and dual language approaches for young children. In building from the foundation of developmentally appropriate practices, consultants and teachers/administrators respect and honor inclusive practices and create environments and curriculum that are reflective of the needs and interests of each individual child.

In addition to consultants being available to programs, the UNM Health Sciences Center for Development and Disability is funded to provide Inclusion Specialists as a resource for all early childhood care and education programs in the state. These Specialists are funded through

the Child Care Development Block Grant, but are available to any early learning program. They provide consultation for both program staff and families when there are questions or concerns regarding children with special needs. In New Mexico, these concerns are most often based on children's socio-emotional needs. Therefore, this year Early Childhood Mental Health clinicians will be added to the consultant pool. To ensure that New Mexico PreK programs are integrating children with special needs, this project will fund the UNM Center for Development and Disabilities to develop and implement a plan for the recruitment and inclusion of all children with disabilities into the NM PreK sites.

(d) Conducting a needs assessment to determine the current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs;

New Mexico PreK programs conduct an assessment of the availability of high quality early childhood programs serving four-year-olds in their community as part of the state-funded PreK Program as part of the application process. Early Learning Providers must submit a community survey that lists the number of kindergarteners in their community compared to the number of children being served at 3, 4 and 5 STAR child care centers and at local Head Start centers. The goal of this requirement is to compare the number of students enrolled in Kindergarten in schools designated as Title I to the requested number of NM PreK slots. The "rule of thumb" is that the number of children (5-year-olds) is generally the same as the number of 4-year-olds in the community. This process helps to ensure that the amount of funding for PreK that is provided in each community meets but does not exceed the number of eligible four-year-old children. Then, both PED and CYFD meet before funding is awarded to applicants to review the current Head Start, Child Care, public preschool, and licensed 4 and 5 STAR child care programs in each community to ensure funding is distributed appropriately across the state, with priority given to communities with the most need without duplicating services or oversaturating funding in any given community. State-level PreK program personnel collaborate to ensure that competition for funding and children does not adversely impact community programs and is equitably disbursed while honoring parental choice (NM PreK Program Standards). The state of New Mexico currently funds PreK programs in public schools, charter schools, private for profit and not-for-profit child care centers (including faith-based programs),

as well as Head Start agencies, and programs on Indian tribal lands to increase capacity to serve children in the identified Early Childhood Investment Zones and to provide family choice.

Additionally, at the state level, both CYFD and PED rely on the newly created Early Childhood Data Warehouse to provide important information regarding the “reach” of early childhood care and education programs into each community throughout the state – especially those where children are determined to be most at risk. The Data Warehouse is located within the Epidemiology Unit of the Maternal Child Health Division of the NM Department of Health. The Warehouse is rich depository of health, social services, education, and early education program information ... any information can be aggregated, sorted, compared, and mapped with sophisticated mapping software. Access to the data and mapping capabilities are being made available to the public through a web-based platform so that community agencies will have this same capability for community-based planning. CYFD and the Department of Health were given an international award two years ago for the use of Geographic Information Systems in early childhood policy determination.

(e) Establishing or upgrading preschool teacher education and licensure requirements

For many years, New Mexico has supported the professional development of early childhood teachers and administrators through the T.E.A.C.H.® scholarship program. Today, early childhood budgets at the state level (child care, home visiting, and NM PreK) include funding for T.E.A.C.H.® scholarships. Programs are encouraged to budget the funds necessary to pay for their share of the scholarships. This has been a vital resource in increasing the educational level of the early childhood work force in our state.

T.E.A.C.H.® scholarships provide paid release time to working students and a travel stipend to help teachers afford the cost of transportation to and from college campuses. NM PreK requires teachers to obtain a minimum of a bachelor's degree in Early Childhood leading to state-issued teacher licensure. Teachers in public school programs must possess a license in Early Childhood Education, Special Education, or Elementary Education upon employment. Those who have a Special Education or Elementary license must work toward an Early Childhood license. Teachers in CYFD-funded programs who do not hold an Early Childhood Education teacher's license must continually take coursework toward getting that license.

New Mexico has developed its Workforce Knowledge and Competency Framework over the past 21 years. In 1992, the first statewide early care and education stakeholder meeting was held to establish a professional development system in New Mexico. This initial meeting established the foundation for the subsequent implementation of this professional development system, a system that would later become the standard for all systems that serve children and their families, including Head Start, public school through grade 3, PreK, and child care.

Developments have been guided by the Early Childhood Higher Education Task Force since its inception in 1995 as a standing committee of the governor-appointed Child Development Board and the Early Learning Advisory Committee. Important hallmarks of this system include the fact that it is competency-based, universal, fully articulated and equitably available statewide.

Accomplishment 1: Common Core Competencies (New Mexico Higher Education Competencies)

In 1994, the New Mexico was one of the first states to adopt a competency-based inclusive license in early childhood care, education, and family support, birth through grade three. Committed to the diversity of the state, the competencies were built with the expectation that early childhood educators understand and meet the needs of all children and their families, including those who are low-income, English language learners, and children with disabilities and/or developmental delays. The license was based on seven core competency areas:

- 1) Child Growth, Development and Learning: Use knowledge of child development to plan meaningful experiences and activities that promote physical, motor, social, emotional, language, and cognitive development.
- 2) Health, Safety & Nutrition: Establish and maintain an environment that ensures children's safety and healthy development, good nutrition, safe surroundings and practices, and the building of self-confidence and competence.
- 3) Family and Community Collaboration: Develop positive and productive relationships with families and community members.
- 4) Developmentally Appropriate Content: Implement a program that is age appropriate, individually appropriate, linguistically appropriate, and culturally appropriate.

- 5) **Learning Environment and Curriculum Implementation:** Provide meaningful, child involving, stimulating, active learning activities for children that advance all areas of development.
- 6) **Assessment of Children and Evaluation of Programs:** Engage in on-going program assessment to maintain high quality and observe children's behavior to plan and individualize teaching and learning practices.
- 7) **Professionalism:** Demonstrate understanding of the early childhood profession and implement best practices through continued learning and study.

These competencies have been revised several times and are now codified in *New Mexico Common Core Content and Competencies: Early Childhood Educator (Appendix K)*.

The process of developing agreed-upon competencies creates an unprecedented relationship between faculty of two-year and four-year institutions of higher education. The faculty research all the competencies that have been developed and review early childhood program standards. They also gather position descriptions from a wide variety of programs to ensure that students possess the necessary skills upon graduation. The AA and BA licensure and certification competencies also become content standards since the competencies became the basis for the content of New Mexico's common course of study, early childhood courses with the same course title and syllabi that are offered at all New Mexico institutions of higher education.

The common core content/competencies describe in detail the minimum expected level of competence for individuals at three levels: entry level, associate, and bachelor's degree. At each level, coursework content is based on the same set of competencies. The indicators of competence represent an increasing depth and sophistication of knowledge and understanding.

The core competencies and coursework at the AA level "fit" into the coursework required for the BA – and most importantly, everything counts! Each level of competence (entry level, AA, BA) also represents a corresponding state-issued certification or licensure. Thus, the 45-Hour Entry Level course content is based on the entry level content/competencies and completion of the course results in achieving the state-issued 45-Hour Entry Level Course certificate. As an educator continues on thier academic pathway, the successful completion of AA coursework automatically matriculates into a BA degree program, where the coursework is based on the same spiraling competencies.

Accomplishment 2: Articulation (New Mexico Higher Education Syllabi).

After a frustrating attempt to articulate coursework through a professional portfolio process, the Early Childhood Higher Education Task Force determined that legislation was needed to ensure that articulation would be universal and sustainable. A partnership was established with the New Mexico Association of Community Colleges and articulation legislation was passed in the late '90s. The legislation mandated that all four-year institutions accept students from two-year institutions as juniors if they held a transcript with an approved vocational transfer module. Nursing, engineering and business administration quickly followed early childhood's lead in creating an approved vocational transfer module.

Transfer modules included common general education courses as well as vocational/early childhood courses required for an AA degree that would be transferable among institutions and applicable to requirements for completion of a BA degree in Early Childhood Education.

All except the specialized institutions of higher education now have approved early childhood teacher preparation programs and university administrators commonly acknowledge that their early childhood programs are one of the few academic areas that are growing.

Accomplishment 3: A Universal Curriculum of Teacher Preparation (New Mexico Higher Education Professional Development/Career Lattice)

New Mexico's goal was to have a professional development system inclusive of all systems and programs serving children from birth through the third grade. Considering that the education process often follows a nonlinear trajectory, the term "career lattice" was introduced to describe the movement of professionals in our field. The career lattice is a process by which individuals can enter at any point in their academic progress as professionals and are able to work in a number of different systems (child care, Head Start and public schools) as they progress from level to level.

The special features of New Mexico's career lattice are the following:

- Individuals can enter the career lattice at any point in their growth and development as professionals. Depending on their professional aspirations, individuals may remain where they are or pursue multiple opportunities for their future professional development.
- Professional preparation and corresponding certification and licensure within the career lattice are recognized by a number of different systems, enabling individuals to move between systems.
- Each level of certification and/or licensure is based upon study that builds upon and

increases skills and knowledge in the same competency areas. As a result, all professional preparation “counts” toward work at the next level.

- All personnel build upon the same core content with the opportunity to pursue areas of concentration. Guided by findings in the Cost, Quality and Child Outcomes Study Report (1995), which identified weaknesses in the professional preparation of the Early Childhood Education workforce, New Mexico expanded the career lattice to increase the knowledge and stability of the professional workforce. Data was gathered via focus groups and meetings with key stakeholders statewide including Head Start, proprietary, home visiting programs, and government agencies. Based on the data gathered, two areas of specialization emerged: early childhood program administration/leadership; and family, infant, and toddler studies. These areas of specialization are now career pathways and specialized competencies have been developed based on national standards modified to represent the local needs of New Mexicans. State-issued certification is now available at the AA and BA levels in both of these areas.

(f) Improving teacher and administrator early education training programs and professional development

The state of New Mexico has consistently made the education and professional development of teachers and administrators a priority when creating programs to support early childhood initiatives in the state. The state funded New Mexico PreK program, which began in the 2005-06 school year, includes funding specific for standardized training to compliment on-site consultation support for all PreK classrooms. This model has been so successful that it was incorporated into the *FOCUS* TQRIS system. Under the current *FOCUS* TQRIS system, teachers and administrators are required to attend standardized trainings deemed necessary for them to implement the NM PreK program, such as: teacher child interactions; understanding and implementing the New Mexico authentic observation/child assessment and curriculum planning process; understanding and implementing New Mexico’s development/interaction curriculum approach (see Appendix), the use of environmental rating scales, and the use of the *Early Learning Guidelines* as the foundation for intentional teaching.

Training is also provided to PreK administrators to help them recognize and support high quality teaching practices in their programs/schools. Online course modules are being developed through the training Hub described earlier and will be made available to all early learning programs statewide to ensure access to these materials without travel and loss of classroom time.

To date, hundreds of New Mexico PreK teachers and administrators have been trained in the state of New Mexico contributing to a stronger early force and better outcomes for children and families.

To build teachers' capacity in early literacy development and instruction, New Mexico will use these federal funds to expand the training capacity at the state level and, for example, develop and provide training about early literacy. These expanded training opportunities will improve all preschool teachers' understanding and implementation of appropriate curriculum. New Mexico Reads to Lead and other funding will be braided and used in this effort. This will encourage Kindergarten, Head Start, Early Head Start, child care, and other teachers working with young children to participate in the training.

Our vision these days is that when one boat rises, ALL boats should rise.

When one system has the opportunity to increase its capacity, that should leverage the potential for all systems to follow suit. This can only be done through the lens of establishing a comprehensive "system of systems".

To ensure the success of all High-Quality Preschool Programs, New Mexico will use these federal funds to develop and implement training and materials in the following areas: Dual Language Learners, Children with Disabilities, Early Childhood Mental Health, Early Literacy, and Family Engagement.

It should also be noted that New Mexico is a "*Mind in the Making*" state. The University of New Mexico's Family Development Program has been actively involved in the delivery of *Mind in the Making* training in local communities throughout the state for many years. Currently, the Family Development Program is expanding upon a Kellogg Foundation grant to use *Mind in the Making* principles as the basis for leadership training in the state's communities where children are most at risk for school failure (Early Childhood Investment Zones). This has proven to be exceptionally powerful and it is anticipated that this effort will become more formalized and continue with Race to the Top and other funding.

(g) Implementing a Statewide Longitudinal Data System (SLDS) to link preschool and elementary and secondary school data

As a part of New Mexico's Race to the Top reform, the Public Education, Health, and Children, Youth and Families Departments are working collaboratively to design and implement a SLDS that will automate linkages and allow the tracking of all children in state- and federally-

funded early childhood care and education programs into the public schools, higher education, and the workforce. The will be accomplished by each child being issued a unique identifier whenever they enter one of the early learning systems (e.g. early intervention, Early Head Start, home visiting, child care). This will allow for the linking of all preschool children to the current STARS data base of children in the K-12 system. This system will be completed before the end of the Race to the Top grant period (December 2016).

This systems-wide SLDS is being modeled on the existing New Mexico PreK data system. Beginning in 2005, each NM PreK child was assigned a unique identifier using the Public Education system's unique identifier system. This has enabled researchers and state-level policy makers to track children as they progress through the public school system. As part of the NM PreK program, children in federally-funded NM PreK programs will automatically be issued a unique identifier. It will be possible to provide these children with an additional identifier that will enable researchers to sort and analyze their progress as compared to any other variable.

New Mexico's **Comprehensive Assessment System** is a foundational reason for the development of the state's SLDS. The web-based NM PreK Database tracks each child's growth development and learning based on data entered by classroom teachers. Teachers observe and document each child's growth and development in multiple domains using the rubrics embedded in the Early Learning Guidelines as criteria. This authentic observation documentation and curriculum planning process has evolved over the past fifteen years and has proven to be extremely successful for several different reasons. First, "forcing" teachers (many of whom have not had extensive professional training in early childhood education) to internalize the progression of children's growth, development, and learning in multiple domains paired with focused training on intentional instruction and developmentally appropriate practice has made a major impact on the quality of early education practice. Secondly, children benefit significantly when teachers are "focused" in their curriculum planning and are able to individualize their interactions. This increased understanding of children's growth, development and learning paired with training in curriculum planning makes it possible for them to implement the state's research-based developmental/interaction curriculum approach with fidelity.

This curricular approach is being validated by Child Trends as part of their validation of the *FOCUS (on children's learning)* TQRIS.

New Mexico PreK's criterion-based authentic observation documentation and curriculum planning process (Comprehensive Assessment System) contains:

- **Screening Measures:** PreK program staff must assess each child with a developmental screening instrument that includes a social-emotional component prior to the 3rd month of attendance. Programs must screen for early detection of children at risk for developmental delay and/or disability. When possible, the dominant language of the child will be used during screening. Appropriate referrals must be made to address all identified concerns. All developmental screening instruments must be valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.
- **Formative Assessments:** Assessment of children's educational needs is an ongoing process of collecting information from multiple sources using varied approaches and should be used to plan for and modify program curricula and to address specific needs of individual children. PreK programs must use *The New Mexico Early Learning Guidelines, Essential Indicators with Rubrics* (Appendix D) as an ongoing assessment of children's progress and as a primary source of information for individualized lesson planning. PreK programs must use observational assessments that are a continuous, dynamic process in which results are used to inform instruction and modify curricula for all children. Assessment results may also be used by the interdisciplinary team, which includes family members, to develop the child's Individualized Educational Program (IEP).
- **Measures of Environmental Quality:** The physical environment and furnishings are planned to support active engagement, learning, participation, and membership of all children. The atmosphere of each classroom is child-oriented, inclusive, and comfortable for all children. All PreK classrooms conduct a self assessment using the Early Childhood Environment Rating Scale–Revised (ECERS–R). Classrooms in public schools must achieve a minimum average score of five (5) on both these scales. As a part of the Intentional Leadership (continuous quality improvement) component of the *FOCUS* TQRIS, all NM PreK programs are required to develop goals for program and classroom improvements based on these Measures of Environmental Quality.

- Measures of the Quality of Adult-Child Interactions: All PreK classrooms conduct a self assessment using the Early Childhood Environment Rating Scale–The Four Curricular Subscales Extension (ECERS–E). . . Classrooms in public schools must achieve a minimum average score of five (5) on both these scales. Administrators in State Preschool Programs in public school settings must also use the PreK Administrator Walkthrough (Appendix N), which measures adult-child interactions. The *FOCUS* TQRIS requires programs to develop goals for program and classroom improvements based on these Measures of the Quality of Adult-Child Interactions. New Mexico is training programs to use the CLASS and other tools for self-assessment and is continually investigating the use of other instruments as part of the PreK program requirements. . If another instrument is adopted, it will be implemented across all preschool programs. However, a significant consideration – and barrier – to the use of these standardized tools has been the significant increase in cost when used with fidelity. This has been especially true when these instruments have been used to determine the “high stakes” differentiated subsidy for child care programs. . The New Mexico PreK program must take this into consideration when planning for the sustainability of the federal preschool standards.
- A Kindergarten Entry Assessment (KEA): Through the Race to The Top Grant, New Mexico has contracted with WestEd to develop a valid and reliable Kindergarten Entry Assessment based on the New Mexico Early Learning Guidelines (ELG). . The first step of this process was to review the Early Learning Guidelines (Appendix D) for alignment with Common Core State Standards. Next, the ELG language and rubrics for assessment were refined and extended through the middle of first grade. Teachers are currently piloting this assessment. A field test with 50% of the kindergarten classrooms in the state will occur in the first 30 days of the 2015-16 school year, with full, state-wide implementation in 2016-17. . This authentic assessment will provide kindergarten teachers with critical information regarding children’s learning that can be used to inform curriculum planning and to differentiate instruction. Doing so will help to ensure that each student’s unique learning need(s) are met. KEA data also can be shared with families interested in fostering their children’s learning. .

The New Mexico PreK early learning assessment system has multiple layers that intentionally mirror one another. The *FOCUS Essential Elements of Quality* for NM PreK programs that are aligned with the New Mexico PreK Program Standards embody these layers. First, the CQI process ensures that the overall program has an intentional quality improvement plan. Secondly, the CQI process identifies quality indicators related to the teacher and classroom environment that become part of the quality improvement plan. Thirdly, the use of the early learning criteria/embedded within the *Early Learning Guidelines* provides data necessary to include children's growth, development and learning in the quality improvement plan. All are articulated to families and reported in the TQRIS and PreK data systems.

(i) Building preschool programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home.

New Mexico PreK prioritizes relationships between families and early educators. Without this essential component, New Mexico PreK would not provide a complete approach to quality. The Full Participation of Young Children, which is a foundational component of *FOCUS*, expresses New Mexico's commitment to each child and their family. The principles of full participation were developed by a large cross-sector group of over 100 early childhood educators who convened to explore a transformative definition of inclusion. It begins, "We believe every child and his or her family deserve equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential. Therefore, we are committed to . . .

- Valuing and embracing all children and their families
- Involving families and communities as partners and decision makers
- Overcoming biases to build trust and establish collaborative partnerships that benefit children, their families and the professionals who work with them
- Providing choice, flexibility, and continuity of services and supports for families within communities
- Making a variety of services and supports available so all children have access to and can participate in opportunities"

The PreK Program Standards require 90 hours of family engagement, including at least one home visit, three family-teacher conferences, a minimum of two PreK specific parent

education meetings, and one transition meeting. Programs must develop and provide to families and staff a written family engagement plan and a transition plan to assist children and families entering the PreK program and moving to kindergarten. NM PreK family engagement materials are readily available in English and Spanish. All programs are asked to be very intentional about creating meaningful opportunities for families and teachers to build trusting relationships. Because New Mexico has such a rich heritage of valuing its diverse cultures and languages, we believe in the importance of reflecting children's culture and home language in each community's PreK curriculum. We believe in the uniqueness of each family and the strength of each child's abilities. Integrating this philosophy into all aspects of early learning programs is an essential part of New Mexico's ambitious and achievable plan for High-Quality Preschool Program.

(j) Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors

New Mexico has a long history of building collaborative relationships. Because New Mexico has a relatively small population, it is often the same individuals who move from program to program and agency to agency. Often, practitioners become state administrators and colleagues on a conference committee become colleagues in state government or in higher education. These existing relationships make it possible to accomplish systems development and systems reform efforts that seem impossible in other states. One example is the development of a fully articulated professional preparation system with a common course of study. Another example is the current effort to align the training systems of all the early learning systems into a training "system of systems". Another example is provided below:

New Mexico's Early Childhood Development Partnership

In 2008, the Lieutenant Governor convened a group of business leaders and economists to recommend short and long-term strategies to: 1) increase public investment in early childhood, and 2) engage business leaders in advocacy efforts for legislative action in support of early childhood development. The recommendation was to create the New Mexico Early Childhood Development Partnership (Partnership) to advocate for the creation, adoption and

implementation of effective and proven early childhood programs for children five and under. Today, the Partnership is governed by an Advisory Board made up of public, private, and leaders and is supported by funding from the W. K. Kellogg Foundation, the Birth to Five Alliance, the Pew Trust, and other philanthropic organizations.

The Partnership has become actively involved in early childhood systems-development efforts. They were instrumental in developing and passing The New Mexico Early Childhood Care and Education Act in the 2011 legislative session. And, in 2012, the Partnership was instrumental in drafting and passing a Home Visiting Accountability Act that describes a standards-based (vs. evidence-based) approach. This Act is now serving as a model for several other states that are interesting in implementing a standards-based home visiting system.

Currently, the Partnership has created a diverse Task Force comprised of a wide range of early childhood practitioners, higher education faculty, advocates, and representatives of early childhood programs in state government to make recommendations to the legislature and appropriate departments specifically regarding the child care system. It is anticipated that these recommendations will result in a Child Care Accountability Act.

The effectiveness of the advocacy work of the Partnership, and others, was most recently illustrated by the following press release (excerpted):

“At a press conference held Tuesday, September 27th, 2011, Brian Sanderoff, President of Research and Polling, Inc., reported the results of a random sample that can be reliably generalized to the voting age population. Approximately four-in-five (78%) residents statewide feel early childhood education for children under the age of 5 is important; The majority think we need greater state involvement in early childhood education programs; Seven-in-ten support the State of New Mexico dedicating more funds to early childhood education programs....” Press Release New Mexico Early Childhood Partnership, 2011.

Through *FOCUS*, the state’s Early Learning Standards, Early Learning Program Standards, and Early Childhood Professional Development Standards merge. Altogether, they are designed to ensure that many more children from birth through age five have access to dramatically improved early learning programs so that they enter school with the skills, knowledge and dispositions they need to be successful. Through the use of a program improvement and quality rating system, early learning programs will increase their ability to

focus on children's learning - improve their practice – and as a result of that improvement in practice, improve each child's kindergarten readiness

(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.

New Mexico is absolutely consumed with a commitment to improve the early childhood care and education systems. From local fraternal organizations to state-level agencies and the legislature, it seems that everyone is involved. Federally-funded NM PreK programs would certainly benefit from all these activities, including:

- Significantly raising subsidy rates for low income children, especially for infants and toddlers – substantially increasing the revenue of child care programs and counteracting the negative impact of a loss of older children to public preschool
- Funding several model demonstration sites around the states with the express purpose of demonstrating replicable high quality early learning practices
- Implementation of an Early Childhood Mental Health Plan, which includes the funding of Early Childhood Mental Health Consultants/clinicians
- Establishment of Early Childhood Councils in the Early Childhood Investment Zones that are being provided with leadership training and supported to establish a community infrastructure upon which high quality early childhood programs can be established
- Funding three-year-old preschool programs

One of the most important is the establishment of a unified early learning data system that will provide educators, families, and policymakers with information to:

- Provide the most current information educators need to nurture and teach the children in their programs.
- Provide families with the information they need in order to make informed choices about which programs are best for their young children.
- Track young children's development and progress as they are increasingly ready for school
- Measure the quality of and improvement in all of New Mexico's early learning and development programs
- Assess the status of young children as they enter kindergarten

- Follow students from their earliest enrollment in early childhood programs through entrance into kindergarten, elementary school, middle school and high school.

C2. Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the State.

(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts:

In New Mexico PreK, the assessment of children's growth, development and learning is an ongoing process of collecting information from multiple sources using varied approaches, which is used to plan for and modify program curricula and to address specific needs of individual children.

This observational data is reported to the state in a web-based data system so that program staff, program coaches, and state-level program compliance monitors are able to review it. Those responsible for the data system print out aggregated reports for each classroom that show the rate of growth, development, and learning in each of the seven domains for the children in each classroom. This information is made available to program administrators, program coaches, and state-level program compliance monitors. This information is used to determine 1) coaching that may be needed in a particular classroom, 2) curricular support that may be needed for all the teachers in a particular program, 3) early learning domains that require a series of regional training, or even 4) statewide training that may need to be provided in a particular domain. For example, experience has shown that most NM PreK programs are strong in language, literacy, and numeracy. However, scientific reasoning is an area that usually needs to be strengthened.

Indicators:

- Program staff monitor each child's developmental progress, strengths, and needs.
- Developmental screening instruments used are valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.

- Assessment results are used to inform instruction and modify curricula for all children.
- Families are informed of the assessment process and their legal rights of consent and refusal.
- Families are informed of screening and assessment results no later than the next scheduled parent–teacher conference.
- Assessment is an ongoing, dynamic process in which results are used to develop, with family members, the IEP or Family Service Plan, service coordination, and transition into programs.
- Program staff implement classroom-based services with fidelity to the observation, documentation, and planning cycle required by the New Mexico PreK Observational Assessment System.
- Administrators, teachers, and educational assistants complete the required assessment training.
- Program staff comply with all participation and program data reporting requirements for the following:
 - child observation, documentation, and planning cycle
 - exclusive use of the New Mexico Pre K Observational Assessment tools
 - use of the New Mexico PreK lesson plan form.
- The New Mexico ELGs are used as an ongoing assessment of children’s progress and used as a primary source of information for individualized lesson planning.
- Program staff and other professionals maintain discretion and confidentiality when sharing information about children and their families.

Just like the Intentional Teaching component described above, this same approach is now mirrored within the Intentional Leadership component of the FOCUS TQRIS. Program leadership is trained to conduct an ongoing process of collecting information from multiple sources using varied approaches, which is used to plan for and modify program goals. This continuous quality improvement process is one of the primary components of *FOCUS*. Leadership Academies are being created to support program leaders to establish a culture of quality improvement. Regional and local “communities of learners” are being established to support program leaders in their efforts to identify important quality elements that need to be improved within their programs and provide the leadership necessary to effect change.

Unlike in previous generations of New Mexico's quality improvement efforts, the "locus of change" will be within the programs themselves. Rather than an external "expert" identifying the changes that are required, the external "experts" will provide the information and tools necessary for program staff themselves to identify program areas that require improvement and establish a quality improvement plan.

(b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade

New Mexico currently has a Statewide Longitudinal Data System (SLDS) located within the Public Education Department that tracks student progress for all children enrolled in public school (grades K-12). This SLDS also includes information about children ages three and/or four who receive special education services in IDEA Part B programs, children ages three and/or four who participate in Title I-funded preschools, and four-year-old children who participate in any New Mexico PreK program (funded through both CYFD and PED)...

This SLDS is centered on the issuance of a unique identifier that will remain with each NM PreK child throughout his or her school career. This unique identifier will soon continue with each child into higher education and the workforce. Through RTT efforts, this unique identifier will soon most likely be issued to children prior to them entering NM PreK, since many of them will have participated in home visiting, child care, or other state- or federally-funded programs.

This SLDS was "tested" this last year when the NM Legislative Finance Committee staff conducted a research study comparing children who had been in NM PreK and low income children whose families received a child care subsidy for services in a four- and five-STAR child care programs to their peers at kindergarten entry in the third grade. This was the first "longitudinal study" made possible by having a unique identifier. (Note: children who had been in NM PreK tested significantly higher than their peers at kindergarten entry and in third grade)

(c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

- Through implementing High-Quality Preschool Program, more children will score at the "Accomplished for PreK, First Steps for Kindergarten" rubric on the PreK Observational Assessment upon finishing preschool.

- Children who have completed a High-Quality Preschool Program will score higher on the kindergarten formative assessment for literacy.
- Parent surveys conducted at the end of the PreK year will show a high level of satisfaction with their child and family's preschool experience.
- Establish family support as a recognized early learning system and ensure that a continuum of family support services is equitably available to all families in New Mexico.
- Increase the participation of children (especially those who are most at risk for school failure) in the highest quality programs.

(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as Kindergarten Entry Assessment, to achieve the purpose for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments.

Recognizing that kindergarten is often the first time a child enters a formal educational setting, New Mexico is committed to ensuring that all kindergarten students are provided with an equitable opportunity for success in school. Further, with approximately 330,000 K – 12 students, of which 57% are Hispanic and 11% are Native American, it is of utmost importance that the state support students as soon as they enter kindergarten.

The Public Education Department (PED) is developing, as part of the Race to the Top grant, a valid and reliable authentic observation-based assessment tool that will be administered to children as they enter kindergarten. For the past six years, PreK teachers in New Mexico have been administering a similar assessment tool and using the results for curriculum planning. Because this effort has been so well-received by educators and families, the Kindergarten Entry Assessment will incorporate many elements of the New Mexico PreK Observational Assessment.

The administration of the KEA will be funded for all New Mexico kindergarten students by the PED with state-wide implementation planned for Fall 2016. All assessment processes are in keeping with the National Research Council's recommendations on early childhood assessment. Because the KEA will be administered to all children entering kindergarten, special steps have been taken to ensure it is appropriate for use with New Mexico's diverse student

population and that it contains culturally sensitive content. This assessment can be administered in students' home language.

The Kindergarten Entry Assessment (KEA) will assess what entering students know and can do in relation to the kindergarten standards for learning. These are described in the *New Mexico Early Learning Guidelines: Birth through Kindergarten*. The *Guidelines* have been aligned with the state's kindergarten Common Core State Standards in English language arts and mathematics through PED's collaboration with WestEd, a non-profit public research and development agency. The outcomes and indicators for kindergarteners that are described in that document are linked to learning in seven developmental domains:

1. Physical Development, Health, and Well-Being
2. Literacy
3. Numeracy
4. Aesthetic Creativity
5. Scientific Conceptual Understanding
6. Self, Family, and Community
7. Approaches to Learning.

Following training on administering and scoring the KEA, kindergarten teachers will observe students within the first 30 days of instruction as they engage in a variety of classroom activities. Teachers will use a scoring rubric to assign a rating that describes their level of performance on a set of target behaviors. They then enter the information about each child into a secure database. Once all student-level assessment data are entered, teachers will be able to run queries that can help them differentiate instruction and communicate with families.

This authentic assessment will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction. Doing so will help to ensure that each student's unique learning need(s) are met. KEA data also can be shared with families interested in fostering their children's learning. In an effort to ensure sustainability, New Mexico is committed to a robust early learning reform agenda that extends beyond age 5. Providing a robust reporting platform for the Kindergarten Entry Assessment data will allow the state to determine the efficacy of Early Learning and Development programs as students enter kindergarten, but will also allow New Mexico to determine if those impacts are sustained through third grade.

Evidence for selection criterion (C):

(C)(2)(a) Evidence of a monitoring protocol used to drive continuous program improvement.

FOCUS CQI criteria

(C)(2)(c) Evidence of State targets with measurable outcomes, including school readiness achieved by the program.

New Mexico PreK Annual Report

LFC Reports

Any other supporting evidence the State believes will be helpful to peer reviewers.

D. Expanding High-Quality Preschool Programs in High-Need Communities

Ten years ago New Mexico PreK was implemented as a pilot program, serving a total 770 children in the first year with a \$500,000 allocation. Today, New Mexico funds Early Learning Providers to implement High-Quality Pre-Kindergarten services to 8,397 four-year-old children throughout the state. The success of this program is directly related to the hard work and commitment of the early learning providers throughout the state.

New Mexico PreK is a voluntary program created by the Pre-Kindergarten Act of 2005 that is jointly administered by the Children, Youth and Families Department (CYFD) and the Public Education Department (PED). The purpose of PreK is to ensure that every child in New Mexico has the opportunity to attend a high-quality early childhood program before entering kindergarten and aims to accomplish the following:

1. Increase access to voluntary, high-quality early education
2. Prioritize the enrollment of children without access to high quality programs
3. Provide developmentally appropriate activities for NM children
4. Focus on school readiness
5. Expand early childhood community capacity.
6. Provide PreK programs based on the comprehensive framework as described in the NM PreK Program Standards
7. Support linguistically and culturally appropriate curriculum

Although NM PreK has grown over the years, there are still many four-year-old children throughout the state that remain unserved by any early learning program. New Mexico aspires to

alleviate this by expanding High-Quality Preschool Programs in specific High-Need Communities and improving the existing programs already serving at-risk populations in those areas.

(1) Identification and Description of High Need Communities

In 2010, New Mexico began the process of establishing an Early Childhood Data Warehouse located within the Epidemiology Unit of the Maternal Child Health Division of the Department of Health. Building on the Title V-funded database, the Early Childhood Data Warehouse became a rich collection of data regarding social, health, and early childhood services and the attributes of all those who accessed these services. Demographic information was collected and early educators became intrigued with the possibilities of sorting, aggregating, comparing, and especially the mapping of data. It became obvious that “small areas” needed to be identified since many of the counties, contained pockets of populations that “averaged themselves out”. The county, for example, where Albuquerque is located has a wide range of neighborhoods – ranging from high to low income. The more early childhood policy makers at the state level studied the data, it became obvious that the data held significant policy implications. For example, communities where children were most at risk for school failure weren’t necessarily the areas where NM PreK programs had been funded and communities where children’s well-being was most at risk weren’t necessarily the communities where home visiting programs were being funded. When mapping communities with high percentages of low income children, it became clear that there were very few high quality child care programs available.

As a result, it was determined that communities where children are most at risk needed to be clearly identified. So, in 2012 the Children, Youth and Families Department, Department of Health and Public Education Department collaborated to identify Early Childhood Investment Zones and began targeting them as priority areas for the funding of high quality early childhood services.

The process for identifying New Mexico’s priority areas involved the collection and analysis of data that fell into two categories:

- Socio-ecological information that included data regarding the rates of juvenile incarceration, school dropouts, teen pregnancy, poverty, child abuse and neglect, and unemployment, and;

- Academic information included data regarding the rates of school dropouts, special education, adult illiteracy, participating in the school lunch program, and high school health clinics.

Socio-ecological data was most often available at the county level and academic data was most often available at the school district level. So, county data was aggregated and the counties were ranked based on where children were most at risk. School district data was aggregated and districts were ranked based on where children were most at risk. The maps reflecting these rankings were then laid over one another. As thought, the high risk school districts were an almost perfect match with the counties. Thirty-four school districts and one “cluster” of feeder school attendance areas surrounding an urban high school in Albuquerque were identified as the 35 communities where children are most at risk. High-Need Communities, therefore, are these communities that have been identified and prioritized as Early Childhood Investment Zones communities identified by School Districts and where: children are at greatest risk (based on aggregated socio-ecological and academic risk indicators).. Since 2012, New Mexico PreK has prioritized funding for the Early Childhood Investment Zones.

New Mexico intends to partner with, and subgrant, Region IX Education Cooperative to expand and improve upon the already existing High-Quality Preschool Programs in the state’s highest-risk areas.

Investment Zone areas are primarily minority (Hispanic or Native American) and poor. They are often rural or a large neighborhood, based on identified census tracts, within a large city, that is made up of a poor minority population. Children in these communities often have poor health as a result of having few health services that are readily available (NM Race to the Top Early Learning Challenge Application, 2012). Due to their geographical location many of these areas have limited resources especially for the younger (0-5) age population.

After identifying these Early Childhood Investment Zones, state-level early childhood policy makers realized

that, despite the great needs, few, if any, responses were ever received from these communities

As reported in the *Early Childhood Investment Zone Data Profiles* (Appendix J), “The combined county and school district data allowed a broad look at indicators associated with health, family environment, poverty levels, child development, and factors that support literacy and school readiness. Also included were indicators related to school success including graduation rates, resource investment at the school district level, and support for pregnant and parenting teens.”

in response to Requests for Application (RFA). As a result, the geographic areas with the greatest needs for early childhood programs were least likely to receive funding from the state to implement programs. This led to legislation that exempted New Mexico PreK from the state's procurement process, and, for RFA for early learning funding (e.g. home visiting) to prioritize funding to programs located in Early Childhood Investment Zones. Providing funding for the organization of community support and training in these communities is an important part of the Race to the Top/Early Learning Challenge State Plan.

For this application, the 35 High-Need Communities have been clustered to form larger target zones. Because these areas are extremely isolated and lack basic resources, the clustering creates greater opportunity for outreach, networking, support, and strengthens the likelihood of sustainability by building infrastructure. The list below delineates each high need cluster and the school districts within. For a detailed data breakdown and description of each area refer to Appendix J, Early Childhood Investment Zone Data Profiles.

Cluster One represents Northwestern New Mexico and consists of the following school districts: Dulce, Chama Valley, Mesa Vista, Espanola, Jemez Mountains, Cuba, Gallup, Zuni, and Grants-Cibola. This area of the state is known for its high Native American population and includes a multitude of tribal lands. Also represented in this cluster are smaller communities located within mountainous lands that isolate them from larger communities and the opportunity to benefit from High-Quality Preschool Programs.

The second cluster geographically represents the Northern Mountains and Eastern Plains, the school districts included here are: Cimarron, Raton, Maxwell, Springer, Roy, Mosquero, Logan, San Jon, Tucumcari, House, Santa Rosa, Vaughn, Estancia, and Mountainair. Communities in these areas are typically spread out over open land and distant from any large cities. Land is plentiful but populations are sparse making it difficult for the young children and their families to access High-Quality Preschool Programs.

New Mexico's third cluster of High-Need Communities is located in the Southwest part of the state and includes the school districts of: Magdalena, T or C, Hatch Valley, Gadsden, and Deming. Luna County (Deming School District) was a first round finalist for the Federal Promise Zones. This area serves a high number of migrant and immigrant families.

The Southeastern corner of New Mexico makes up the fourth cluster of Early Childhood Investment Zones. The High-Need Communities, school districts in this cluster are: Tatum,

Dexter, Lovington, Hobbs, Eunice, and Jal. These small rural communities lack housing, social services, and quality early learning programs.

The fifth target area, located in the South Valley of Albuquerque, is known as the Rio Grande Cluster of the Albuquerque Public Schools. Though its geographical size is much smaller than all other high-need zones, this area is equal to the others in terms of their 0-5 age population. Unlike the others, this High-Need Community is an urban area with low incomes, high rates of unemployment, and many immigrant families.

New Mexico, as a whole, suffers from high poverty and all children in the state are readily considered to be at risk, New Mexico's plan is to first focus on the 35 identified Highest-Need Communities (five cluster zones) where our children are at greatest-risk. If funding is still available following the first Request for Application (RFA) phase then an additional set of communities will be offered an opportunity to obtain funding for expansion or improvement. The second phase high-need areas are, by school district: Questa (Cluster One), West Las Vegas (Cluster Two), Loving (Cluster Four) and Hagerman (Cluster Four). These areas have been identified as High-Need Communities through the same process as the original 35 communities of the Early Childhood Investment Zones. These communities were considered more at-risk as identified through a variety of data collection, analysis, and ranking (Appendix B).

(2) Underserved Communities

As mentioned above, many of New Mexico's rural areas are isolated and do not have access to High-Quality Preschool Programs. Table D-1: Approximate Number of Underserved Four-Year-Old Children demonstrates the need for additional High-Quality Preschool Programs in the five cluster zones identified as High-Need Communities. While there are Head Starts and State Funded PreK programs in these areas many four-year-old children remain underserved. Within these High-Need Communities 70% of four-year-old children fall under 200% of the Federal Poverty Level (FPL). The data in Table D-1 pertains to the current state fiscal year (FY15) for Early Childhood Services provided for the 2014-15 school year.

Table D-1: Approximate Number of Underserved Four-Year-Old Children						
Identified Cluster (C)	# Four-year-olds	# Head Starts/Early Head Start Sites	# Served Head Start*	# PreK Sites	# Funded for PreK	# Underserved four-year-olds**
(C) One	2,335	33	788	26	702	845
(C) Two	361	10	108	6	80	173
(C) Three	1,676	17	341	23	985	350
(C) Four	1,209	6	196	7	229	784
(C) Five	1,281	8	161	10	340	780
Totals	6,862	74	1,594	72	2,336	2,932

*Current enrollment numbers received from Head Start Collaboration Director

**Based on numbers reported in this table.

Cluster One, in the Northwestern part of the state has approximately 36% underserved four-year-olds. In the Northeast quadrant, cluster two, 48% of four-year-olds do not have access to High-Quality Preschool. The Southern part of the state doesn't fair much better, 21% are underserved in cluster three and approximately 65% in cluster four. In the urban area of the High-Need Communities, about 61% of 4-year-olds are underserved. Overall, about 43% of 4-year-old children residing in the greatest-risk areas of New Mexico do not have access to High-Quality Preschool Programs.

Following, you will find the *Key Indicators Tables and Maps for New Mexico Investment Zone School Districts* which map out and breakdown the data specifically related to the High-Need Communities and targeted populations for this grant.

Key Facts of New Mexico's High-Need Communities

- Within the 35 Early Childhood Investment Zones (High-Need Communities) there are 6,862 four-year-old children, of which 4,795 fall below the 200% Federal Poverty Level.
- Currently there are 72 State Funded PreK Sites that serve 2,336 four-year-olds throughout the 35 communities.
- Additionally, 74 Head Start/Early Head Start programs also provide services.

KEY INDICATORS TABLES AND MAPS, NEW MEXICO INVESTMENT ZONE SCHOOL DISTRICTS

TABLE 1, KEY INDICATORS FOR THE INVESTMENT ZONE SCHOOL DISTRICTS

DISTRICT	Population Under Age 6	Population Age 4	Population Age 4 AND under 200% FPL	Percent of Population Age 4 Under 200% FPL	Full Day Kindergarten Enrollment	Pre-K Sites	CYFD Pre-K Sites	PED Pre-K Sites	Children Funded, All Pre-K Sites	Children Funded, HALF day Pre-K Sites	Children Funded, FULL day Pre-K Sites	4 & 5 Star Licensed Sites	Capacity of 4 & 5 Star Licensed Sites	4 & 5 Star Capacity, % of Under 6	4 & 5 Star Subsidized Placements	4 & 5 Star Subsidized Placements, % of Under 6	Head Start and Early Head Start Sites
CHAMA	198	33	20	61.62	38	2	0	2	30	30	0	0	0	0	0	0	0
CIMARRON	182	30	22	72.53	26	0	0	0	0	0	0	1	65	35.71	9	4.95	1
CUBA	303	51	39	76.9	36	1	0	1	15	15	0	0	0	0	0	0	0
DEMING	2340	390	333	85.43	467	5	3	2	155	40	115	1	53	2.26	60	2.56	7
DEXTER	398	66	29	43.72	76	1	0	1	28	28	0	0	0	0	0	0	1
DULCE	423	71	33	46.81	49	0	0	0	0	0	0	0	0	0	0	0	2
ESPANOLA	3245	541	374	69.09	406	6	5	1	161	77	84	11	309	9.52	38	1.17	7
ESTANCIA	300	50	26	51	52	0	0	0	0	0	0	1	40	13.33	0	0	2
EUNICE	248	41	20	47.58	68	1	0	1	30	30	0	0	0	0	0	0	0
GADSDEN	6441	1074	897	83.54	1074	11	7	4	635	590	45	7	209	3.24	142	2.2	7
GALLUP	5976	996	685	68.79	877	11	3	8	321	281	40	1	27	0.45	20	0.33	18
GRANTS-CIBOLA	2346	391	275	70.2	300	4	1	3	120	40	80	3	67	2.86	41	1.75	5
HATCH	433	72	61	84.99	102	3	1	2	90	80	10	0	0	0	0	0	0
HOBBS	4843	807	452	56	815	3	1	2	130	130	0	3	285	5.88	97	2.0	4
HOUSE	9	2	2	100.0	3	0	0	0	0	0	0	0	0	0	0	0	0
JAL	133	22	8	35.34	36	1	0	1	33	33	0	0	0	0	0	0	0
JEMEZ MOUNTAIN	42	7	4	50	21	0	0	0	0	0	0	0	0	0	0	0	0
LOGAN	69	12	12	100.0	17	1	0	1	15	15	0	0	0	0	0	0	0
LOVINGTON	1565	261	131	50.1	348	0	0	0	0	0	0	2	125	7.99	12	0.77	1
MAGDALENA	132	22	20	89.39	21	1	0	1	10	10	0	0	0	0	0	0	2
MAXWELL	21	4	2	42.86	3	0	0	0	0	0	0	0	0	0	0	0	0
MESA VISTA	88	15	9	61.36	16	1	0	1	15	15	0	0	0	0	0	0	0
MOSQUERO	13	2	1	23.08	2	0	0	0	0	0	0	0	0	0	0	0	0
MOUNTAIN AIR	93	16	9	56.99	27	1	0	1	15	15	0	0	0	0	0	0	1
RATON	542	90	60	65.87	113	0	0	0	0	0	0	0	0	0	0	0	1
RIO GRANDE (APS)	7686	1281	878	68.58	1439	10	3	7	340	280	60	10	460	5.98	61	0.794	8
ROY	18	3	2	55.56	5	0	0	0	0	0	0	0	0	0	0	0	0
SAN JON	48	8	6	70.83	16	1	0	1	7	7	0	0	0	0	0	0	0
SANTA ROSA	252	42	23	55.16	66	1	0	1	18	18	0	1	20	7.94	0	0	2
SPRINGER	106	18	14	77.36	13	0	0	0	0	0	0	0	0	0	0	0	1
TATUM	71	12	8	70.42	20	1	0	1	8	8	0	0	0	0	0	0	0
TRUTH OR CONSEQUENCES	707	118	101	85.29	101	3	1	2	95	75	20	2	167	23.62	53	7.5	1
TUCUMCARI	485	81	64	79.59	76	1	0	1	20	20	0	1	51	10.52	0	0	2
VAUGHN	16	3	3	100.0	6	1	0	1	5	0	5	0	0	0	0	0	0
ZUNI	1381	230	172	74.66	112	1	0	1	40	40	0	0	0	0	0	0	1
35 INVESTMENT ZONES	41153	6862	4795	69.88	6847	72	25	47	2336	1877	459	44	1878	4.56	533	1.295	74

INDICATOR DEFINITIONS AND SOURCES FOR TABLE 1

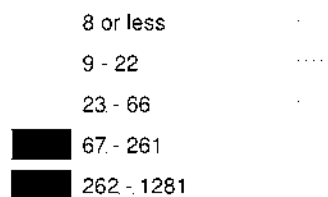
COLUMN	DEFINITION
1	NMPED School District Name
2	Total Population under age 6 in school district, (2008-12 ACS 5-yr, US Census)
3	Estimated Population Age 4 (POPUG / 6)
4	Estimated Population in school district age 4 AND under 200% of federal poverty line (UGU200 / 6)
5	Percent Population in school district age 4 AND under 200% of federal poverty line (2008-12 ACS 5-yr, US Census) (Note: this percentage can be applied to any single-year age cohort as well)
6	Total Full Day Kindergarten Enrollment in District (NM PED, 2014)
7	Pre-K Sites (2014-15)
8	CYFD Sites, Pre-K Sites, school year 2014-15 (CYFD, 2014)
9	PED Sites, Pre-K Sites, school year 2014-15 (CYFD, 2014)
10	Number Children Funded, Pre-K Sites, half and full day for school year 2014-15 (CYFD, 2014)
11	Number Children Funded, Pre-K Sites, HALF day for school year 2014-15 (CYFD, 2014)
12	Number Children Funded, Pre-K Sites, FULL day for school year 2014-15 (CYFD, 2014)
13	Total 4 & 5 Star Licensed Child Care Facilities (NM CYFD, 2014)
14	Capacity of 4 & 5 Star Licensed Child Care Facilities (NM CYFD, 2014)
15	Capacity of 4 & 5 Star Licensed Child Care Facilities as a percent of population under age 6
16	Subsidized Placement at 4 & 5 Star Licensed Child Care Facilities (NM CYFD, 2014)
17	Subsidized Placement at 4 & 5 Star Licensed Child Care Facilities as a percent of population under age 6
18	Head Start Sites (2014-15)

MAP 1: POPULATION AGE 4 YEARS, INVESTMENT ZONE SCHOOL DISTRICTS



Total Population Age 4 = 6862

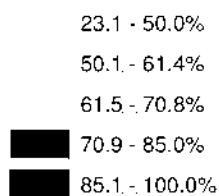
Population Age 4 yrs



MAP 2: PERCENT AGE 4 YEARS and UNDER 200% of the FEDERAL POVERTY LINE, INVESTMENT ZONE SCHOOL DISTRICTS.
(Total = 4795)



Percent Population Age 4 and Under 200% of Federal Poverty Line



MAP 3: PRE-KINDERGARTEN SITES, INVESTMENT ZONE SCHOOL DISTRICTS



Agency

- CYFD
- PED

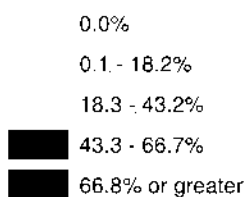
Pre-K Sites

- 0 Sites
- 1
- 2
- 3 - 4
- 5 - 11

MAP 4: PERCENT 4 YEAR OLDS RECEIVING FUNDING, PRE-KINDERGARTEN SITES, INVESTMENT ZONE SCHOOL DISTRICTS.



**Percent of Population
Age 4 Receiving Funding**

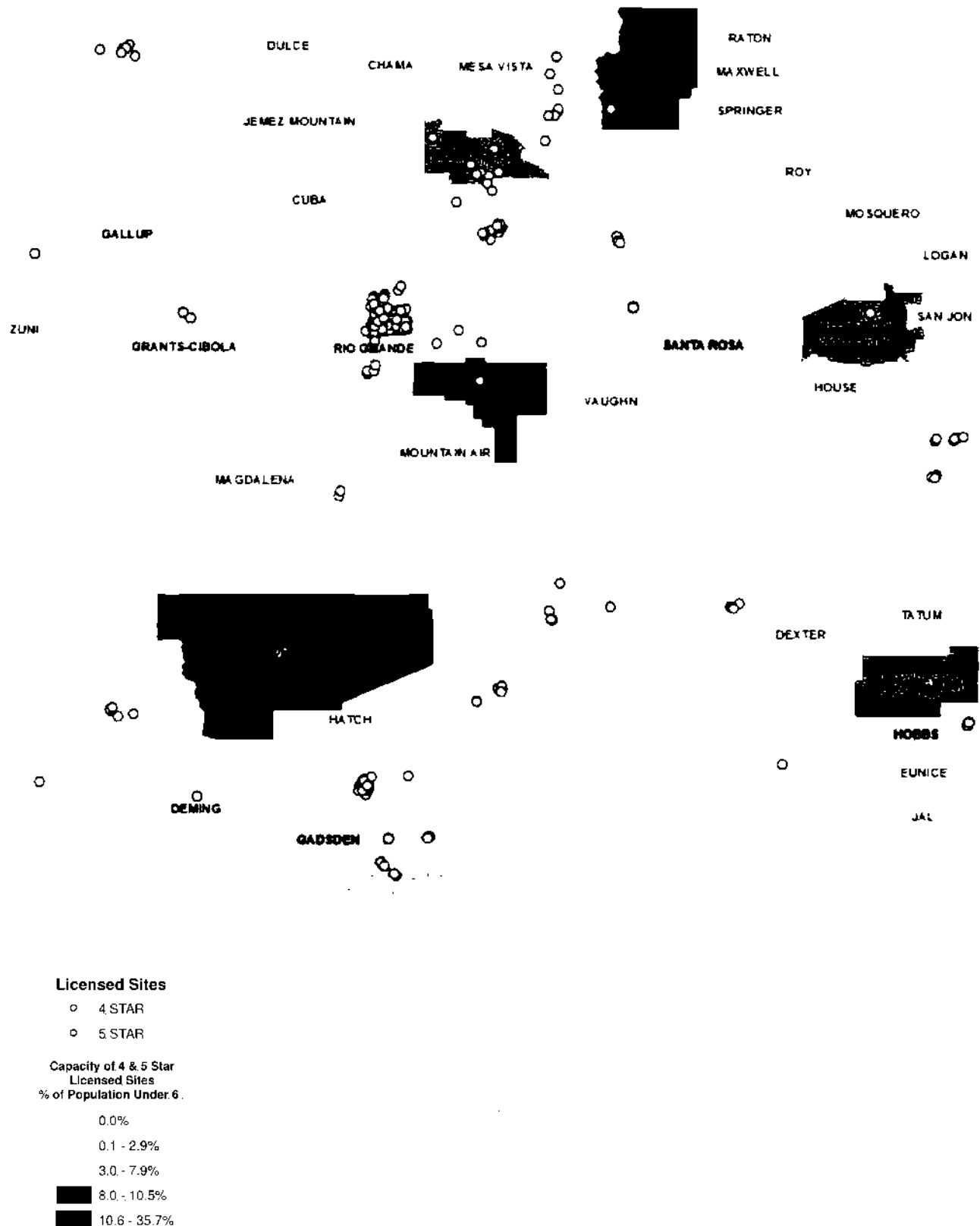


Funded: 120 ← BOTH
80 ← FULL DAY
40 ← HALF DAY

[illegible]

0 Sites
1
2
3 - 5
6 - 18

MAP 6: PARTICIPATION OF THE UNDER 6 POPULATION IN HIGH QUALITY CHILD CARE, INVESTMENT ZONE SCHOOL DISTRICTS



(3) Selection Process for Subgrantee

The Subgrantee, Regional Education Cooperative IX (REC IX), was selected for several reasons. Region IX has a long history of providing early childhood services; they are a Head Start grantee and have served as a contractor for early childhood services for a number of years. Both the Children, Youth and Families Department and the Public Education Department have an established working relationship with REC IX. The Subgrantee is similar to quasi-governmental agencies or early childhood foundations that have now been established in other states. Departments within state government are able to flow funds to Region IX through interagency government agreements (IGAs). REC IX, like other quasi-governmental entities, are subject to the same procurement rules as state agencies. The Letter of Support from Region IX agreeing to be the Subgrantee for this project can be found in the Other Attachments section.

(4) State Plan: EXPANSION and IMPROVEMENT

New Mexico intends to provide High-Quality Preschool services to eligible children of greatest risk around the state. The identified High-Need Communities, described above, will be targeted for the expansion of High-Quality Preschool Programs and for the expansion and improvement of those that already exist. Improvement will come in many forms. For some programs it will be professional development while for others it will be building the capacity to provide comprehensive services. Other programs may propose to improve on other areas to enhance quality.

As a frontier state, New Mexico must address system issues and challenges such as lack of transportation and other core infrastructure, decentralization, poor communication systems, lack of high paying jobs, and a lack of family support systems (Race to the Top Application, 2012). These factors are more prevalent in the rural areas of New Mexico, and even more so in the areas described above. New Mexico has already begun the necessary steps to improve well-being for our state's most vulnerable children but the challenge of meeting the needs of children in the most rural areas of our state remains.

New Mexico is targeting to serve an additional 520 eligible children, and increase quality in existing programs for another 300-500, through the award of the Preschool Development Grant-Expansion funds. Seventy percent (70%) of four-year-old children residing in the identified High-Need Communities are eligible for services based on age and income requirements under this grant.

New Mexico's Plan is to allocate funds as follows:

- 95% to provide direct services in the community; of which
 - 5% will be used for focused quality improvements that includes coaching, professional development, and program improvements;
 - 50% to create new slots and expand current programs to provide services for additional children, and;
 - 45% to enhance current programs by raising them to a higher standard of quality by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; or providing Comprehensive Services.
- 5% for State-Level Coordination, Administration, and Infrastructure.

Refer to the budget section for a detailed breakdown of cost distribution.

New Mexico's ambitious yet achievable plan involves the following key goals and activities, broken down by each year of the grant award.

YEAR ONE (2015):

Key Goal: Aim to serve 520 eligible children in new slots and an additional 300-500 children impacted by increased quality in existing slots.

Key Activities with Dates for Completion (as applicable):

- Create collaboration team with representatives from Regional Education Cooperative IX, the Children, Youth and Families Department, and the Public Education Department to begin outreach efforts for networking communities and building infrastructure (January 2015)
 - Promote establishment of Early Childhood Councils in targeted communities (Ongoing)
 - Deliver Leadership Trainings to Early Childhood Councils to support project implementation and build infrastructure (Ongoing)
- Subgrant with Regional Education Cooperative IX to manage the project in partnership with the Children, Youth and Families Department and Public Education Department (February 2015)
- Hire Project Coordinator, to be housed at the Lead Agency (CYFD), for overall grant administration and reporting requirements.

- Hire three Program Monitors to be housed at either the Children, Youth and Families Department, or Public Education Department, to assist with the overall administration of this grant and monitoring and support of Early Learning Providers
- Enter into agreement with UNM Continuing Education to provide direct consultation, coaching, T&TA/Program Support services to Early Learning Providers, and; to provide data and infrastructure support services related to the administration of this grant (July 2015)
- Enter into agreement with New Mexico Association for the Education of Young Children to provide TEACH Scholarships for professional development efforts to improve (July 2015)
- Enter into agreement with UNM Center for Development and Disabilities to develop and implement a plan for the recruitment and inclusion of children with disabilities (July 2015)
- Collaborate with Region IX to distribute information and issue Requests for Applications (RFA) to targeted High-Need Communities (March 2015)
- Fund Early Learning Providers and provide TA and support for implementing program (July 2015)
- Early Learning Providers enroll eligible children and begin preschool program (FALL 2015)
- UNM, in collaboration with project partners, will develop and provide training for teachers and administrators regarding Early Literacy, Dual Language Learners, Children with Disabilities, Early Childhood Mental Health, Family Engagement, and training for Elementary Principles based on NAESP Competencies for Early Childhood (June-ONGOING)
- Monitoring process to be developed and implemented by collaboration team (Fall 2015 & ONGOING).
- UNM to provide ongoing coaching, T&TA support, and quality improvement efforts with Early Learning Providers (Beginning July-ONGOING)
- T.E.A.C.H. to recruit teachers and provide scholarships and support to increase teacher quality

YEAR TWO (2016):

Key Goal: Continue serving slots funded in Year One, complete reporting, as required, and evaluate data from year one.

- Continue contract with Region IX Education Cooperative to manage the project.
- Continue agreement with UNM Continuing Education to provide direct consultation, coaching, T&TA/Program Support services to Early Learning Providers, and; to provide data and infrastructure support services related to the administration of this grant
- Continue agreement with New Mexico Association for the Education of Young Children to provide T.E.A.C.H. Scholarships for professional development efforts
- Continue agreement with UNM Center for Development and Disabilities to develop and implement a plan for the recruitment and inclusion of children with disabilities
- Provide T&TA and support for implementing program (Ongoing)
- Collaboration team to continue outreach efforts specific to the cluster zones for networking communities and infrastructure building (ONGOING)
- Early Learning Providers enroll eligible children and begin preschool program (FALL 2016)
- Statewide Implementation of Kindergarten Entry Assessment (September 2016)
- UNM to provide training for teachers and administrators regarding Early Literacy, Dual Language Learners, Children with Disabilities, Early Childhood Mental Health, Family Engagement, and training for Elementary Principles based on NAESP Competencies for Early Childhood (ONGOING)...
- Collaboration team to evaluate, revise and implement monitoring process
- UNM to provide ongoing coaching, T&TA support, and quality improvement efforts with Early Learning Providers (ONGOING)
- Analyze Year One Data in collaboration with Region IX, Children, Youth and Families Department, and the Public Education Department

YEAR THREE (2017):

Key Goal: Continue serving slots funded in Year One, complete reporting requirements, begin planning for sustainability and transition, and complete data evaluation..

- Continue contract with Region IX Education Cooperative to manage the project.

- Continue agreement with UNM Continuing Education to provide direct consultation, coaching, T&TA/Program Support services to Early Learning Providers, and; to provide data and infrastructure support services related to the administration of this grant
- Continue agreement with New Mexico Association for the Education of Young Children to provide T.E.A.C.H. Scholarships for professional development efforts
- Continue agreement with UNM Center for Development and Disabilities to develop and implement a plan for the recruitment and inclusion of children with disabilities
- Collaborate with Region IX to distribute information and issue Request for Application (RFA) to targeted High-Need Communities if funding allows for additional slots or program grants for quality improvement
- Provide TA and support for Early Learning Providers struggling to meet the requirements for implementing a high-quality program (ONGOING)
- Collaboration team existing of representative from Region IX, CYFD, and PED to continue outreach efforts specific to the cluster zones for networking communities and infrastructure building (ONGOING)
- Early Learning Providers enroll eligible children and begin preschool program (FALL 2017)
- UNM to provide training regarding Early Literacy, Dual Language Learners, Children with Disabilities, Early Childhood Mental Health, Family Engagement, and training for Elementary Principles based on NAESP Competencies for Early Childhood (ONGOING)
- Collaboration team (Region IX, NM Children, Youth and Families Department, and Public Education Department) to continually implement monitoring process and evaluate for improvement (ONGOING)
- UNM to provide ongoing coaching, T&TA support, and quality improvement efforts with Early Learning Providers (ONGOING)
- Analyze and Compare Year One and Year Two Data
- Region IX, CYFD, PED, and UNM collaborate to plan for and implement sustainability measures

YEAR FOUR (2018):

Key Goal: Continue serving eligible children in targeted areas, complete reporting requirements, begin transition for sustainability and data evaluation for the full grant period.

- Continue contract with Region IX Education Cooperative to manage the project.
- Continue agreement with UNM Continuing Education to provide direct consultation, coaching, T&TA/Program Support services to Early Learning Providers, and; to provide data and infrastructure support services related to the administration of this grant.
- Continue agreement with New Mexico Association for the Education of Young Children to provide T.E.A.C.H. Scholarships for professional development efforts.
- Continue agreement with UNM Center for Development and Disabilities to develop and implement a plan for the recruitment and inclusion of children with disabilities.
- Collaboration team to continue outreach efforts specific to the cluster zones for networking communities and infrastructure building (ONGOING).
- Early Learning Providers enroll eligible children and begin preschool program (FALL 2018)
- UNM to provide training regarding Early Literacy, Dual Language Learners, Children with Disabilities, Early Childhood Mental Health, Family Engagement, and training for Elementary Principles based on NAESP Competencies for Early Childhood (ONGOING)
- Collaboration team (Region IX, NM Children, Youth and Families Department, and Public Education Department) to continually implement monitoring process and evaluate for improvement (ONGOING).
- UNM to provide ongoing coaching, T&TA support, and quality improvement efforts with Early Learning Providers (ONGOING).
- Analyze and compare data for years one, two, and three.
- Implement Sustainability Plan and prepare for transition

(5) Sustainability: Year Five and Beyond

Refer to the letter of support under Other Attachments Section for additional information detailing the partnerships that support the New Mexico Early Learning System, including letters from the Legislative Finance Committee and the Legislative Education Study Committee regarding their commitment to the NM PreK program, a letter from New Mexico's Early Learning Advisory Council, and a letter of commitment from Region IX..

New Mexico has a long history of commitment to funding and implementing High-Quality Early Childhood Programs. The information below (Table D-2: History of Four-Year Olds Served in High-Quality Preschool Programs) not only reflects the total number of four-year

olds receiving high-quality services in the last four years, but also illustrates the gap between those served and all four-year olds statewide. Looking at NM PreK as a whole, the numbers reflect a steady increase in funding, year-to-year, symbolic of New Mexico's commitment to early childhood program expansion. Also included below are the numbers for Head Start and IDEA Part B Section 619 programs.

Table D-2: History of Four-Year Olds Served in High-Quality Preschool Programs				
	2010-11	2011-12	2012-13	2013-14
# 4-year-olds	29,187*	29,480*	29,608*	28,025*
New Mexico PreK	4,435	4,591	5,366	7,326
Head Start	4,397	4,324	4,335	3,978
Part B/619	2,604	2,513	2,359	2,261
Total Served	11,436	11,428	12,060	13,565
Total # 4-year-olds UNDERSERVED	17,751	18,052	17,548	14,460

**New Mexico Kids Count Data*

Evidence for selection criterion (D):

- A letter of support attesting to the Subgrantee's participation.
- Table (D)(4) and Table A.
- Early Childhood Investment Zones Data Charts and Map (Appendix B)
- Early Childhood Investment Zones Data Portfolios (Appendix J)

Resources

- NM PreK Annual Report
- NM Race to the Top Early Learning Challenge Application, 2012
- Early Childhood Investment Zone Data Profiles

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

E1: The roles and responsibilities of the State of New Mexico and its Subgrantee, Regional Education Cooperative IX (REC IX);

Background: New Mexico's Legislature passed the New Mexico Pre-Kindergarten Act in 2005. In the Act, New Mexico established a mixed delivery system with its leadership shared equally between two agencies of the state. The Public Education Department (PED) and the Children, Youth and Families Department (CYFD) collaboratively administer this mixed

delivery system. These two agencies provide awards to Early Learning Providers as funds are made available by the state legislature. The state program has grown from \$500,000 in its first year to \$36,500,000 in the most recent year. All NM PreK programs must meet the same standards for quality, utilize the same guidance to plan curriculum, and meet the same performance expectations of student growth and achievement.

This project, quite intentionally, has been designed to continue this mixed delivery system, as evidenced by the designation of the Children, Youth and Families Department as the Lead Agency. The Public Education Department will support and monitor High-Quality Preschool Programs within the public schools, while the Children, Youth and Families Department will do the same for programs offered by community-based programs. This project will expand and enhance the state's current system with all of the supports currently available to New Mexico PreK programs. Those include training and onsite program support or consultation (coaching), and T.E.A.C.H.® Scholarships to enhance professional development statewide. All of these key components will be maintained jointly by the two state agencies in conjunction with Region IX and the UNM Center for Development and Disabilities. The training and consultation role is housed at the University of New Mexico's Continuing Education Division.

The project's Subgrantee, Regional Education Cooperative IX (REC IX), is one of ten cooperatives established by the New Mexico Public Education Department after authorization by State Statute 6.23.3 in 1998. REC IX is located in Ruidoso, New Mexico and supports the work of public school districts across seven counties. Regional Education Cooperatives (RECs) provide fiscal administration, technical assistance, and direct services to participating member school districts and state-operated schools. These services may include personnel development, diagnostic evaluation, Child Find, related services, technical assistance, and policy and procedure development. Head Start, Eisenhower Math and Science Training Act, Drug Free Schools and Communities Act, and other programs are also administered by RECs.

New Mexico's Children, Youth and Families Department, as the Lead Agency, has the following roles and responsibilities to meet in implementing this project plan:

- Coordinate federal reporting for periodic, data, evaluation and any ad hoc reports needed;
- Coordinate the efficient distribution of grant funds and payments for service delivery to project partners following all federal and state laws and procedures;

- Ensure that REC IX and other partners' scopes of work are clear, effectively implemented, and accurately reported upon;
- Convene all partners and stakeholders as appropriate to advance goals of the project;
- Coordinate the clarification and dissemination of all expectations, standards, and performance goals of the project on an on-going basis, providing prompt feedback on all reporting and benchmarks of progress, plans and products, in collaboration with the Public Education Department (PED);
- Coordinate the monitoring of all contractual and performance issues, conducted by two agencies: Public Education Department and Children, Youth and Families Department;
- Coordinate, in collaboration with PED, the coaching and technical assistance roles to be provided by the University of New Mexico's Continuing Education Department, an expansion of its current role providing the same service for the existing state-funded New Mexico PreK Program;
- Support REC IX to be successful in implementing their scope of work;
- In partnership with PED, coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; .
- Participate in any and all meetings, events, and evaluations required by the U.S. Department of Education or the U.S. Department of Health and Human Services, or by the State of New Mexico concerning this project; .
- CYFD, PED, and REC IX will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act;
- Devise, with project partners and stakeholders, plans to sustain High-Quality Preschool programs established or improved by this project after the grant period.

Regional Education Cooperative IX, as the State's Subgrantee, has the following roles and responsibilities to meet in implementing this project plan:

- Implement the project plan in collaboration with project partners, as established by CYFD, the Lead Agency for the project, including establishing timelines that meet goals and respond to stakeholder and partner needs;
- Work collaboratively with CYFD and PED to award program funds, monitor implementation, and support monitoring and coaching activities;
- Ensure the scope of work for High-Quality Preschool programs is consistently interpreted by Early Learning Providers that apply for and receive program awards to serve Eligible Children below 200% poverty;
- Utilize the budget efficiently and effectively to implement High-Quality Preschool programs;
- Make payments based on submitted invoices to support local activities;
- Participate in any and all meetings, events, and evaluations required by the U.S. Department of Education or the U.S. Department of Health and Human Services, or by the State of New Mexico concerning this project;
- Post all non-proprietary products and information about the project as appropriate;
- Support efforts to provide information, data and research access within state and federal laws;
- Minimize local administrative costs;
- Encourage and support initiatives by Early Learning Providers to assist children with successful transition from Pre-Kindergarten into Kindergarten;
- Coordinate plans, in collaboration with project partners, related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; .
- CYFD, PED, and REC IX will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

E2: How High-Quality Preschool programs will be implemented:

High-Quality Preschool programs will be implemented through an expansion of the state's current infrastructure and support systems, while the contractual and fiscal duties will be administered through REC IX.

REC IX will procure services and contract with Early Learning Providers across the state. These will be connected with the existing state supported High-Quality Preschool Program infrastructure. REC IX will abide with the standards, protocols and operating procedures of the New Mexico PreK Program. REC IX will provide the contractual, fiscal support, fiscal and contractual monitoring and compliance processes and oversight.

Project leadership, on a day-to-day basis, will be provided by a program coordinator housed at CYFD. In addition, three program monitors will be housed within the CYFD and PED structure to oversee all grant requirements and provide program compliance monitoring. UNM's Continuing Education, Early Childhood Services Center, will train Early Learning Providers on the use of the Early Learning Guidelines as curricular material, provide coaching, training and on-going support, as well as lead administrator trainings, provide guidance, and help Early Learning Providers meet program expectations. T.E.A.C.H.® scholarships will support costs of continuing education for teachers.

These structures establish the new High-Quality Preschool Program as an expansion of the current New Mexico PreK Program. It will utilize the existing infrastructure with appropriate expansions described within the project budget and narrative. The new or expanded programs will follow the same curricular approach, training and on-site coaching system, standards, continuing education system, and accountability and assessment standards.

E3: How the State will ensure that the Subgrantee minimizes local administrative costs:

CYFD and the Subgrantee, REC IX, will limit administrative costs of Early Learning Providers to no more than 5% for their indirect or administrative costs through the contractual process and will monitor this on a routine basis. PED currently allows only 1% for indirect costs, CYFD currently allows up to 5% for indirect costs. CYFD negotiates the indirect or administrative costs allowed when the budget/contract is first negotiated. The amount allowed depends on the size and capacity of the organization and the size of the PreK award.

E4: How the will State monitor Early Learning Providers to ensure delivery of High-Quality Preschool Programs:

The State and the Subgrantee will monitor Early Learning Providers to ensure they are providing High-Quality Preschool Programs according to both federal and state standards. A project coordinator and three program monitors will be added to an existing state team to conduct monitoring. The additional four staff members will provide the increased capacity to ensure, through existing and tested monitoring protocols, that all new and expanded site providers of High-Quality Preschool Programs meet program standards, are in compliance with contractual obligations, and focus on improvements when appropriate.

On-site consultation, or coaching, that enhances the standardized in-service training that is provided by UNM Continuing Education, ensures that teachers implement the NM PreK assessment, observation, documentation, and curriculum planning process based on the NM Early Learning Guidelines. On-site *FOCUS* consultation or coaching could be provided by the same individual who serves the program as the NM PreK consultant. This requires coordination by UNM Continuing Education since they will administer both PreK consultation and *FOCUS* consultation services. It is possible that the Early Learning Provider hosting a NM PreK program will be a part of the *FOCUS* TQRIS initiative.

New Mexico is committed to integrating these funds and programs within the existing state PreK program, and will treat these as one program. There is contract monitoring and support from the state and Subgrantee level and programmatic support, T& TA through the state's consultant or coach program provided by UNM Continuing Education.

E5: How the State and the Subgrantee will coordinate plans for assessment and program improvement through several avenues:

New Mexico will implement common Program Standards across all publicly funded Early Learning and Development Programs that include comprehensive child and program assessment, curriculum planning, Early Childhood Educator qualifications, health promotion practices and family engagement. These Program Standards include all of the structural elements of a High-Quality Preschool Program, as evidenced in Appendix H, and are used to establish continuous quality improvement processes within every program. All improvement strategies grow from *FOCUS*, New Mexico's Tiered Quality Rating and Improvement System and are

designed to focus on children's learning through the implementation of New Mexico's authentic observation – documentation – and curriculum planning process. This is based upon the recently revised *New Mexico Early Learning Guidelines: Birth through Kindergarten*, New Mexico's Early Learning and Development Standards. It utilizes a common Comprehensive Assessment System as the basis for continuous quality improvement in all Early Learning and Development Programs including Child Care, Home Visiting, Head Start, Early Head Start, New Mexico PreK, Early Intervention (FIT), Title I preschool and Early Childhood Special Education.

The state will also use, across the High-Quality Preschool Program, a planned curricular approach that is embedded in the *New Mexico Early Learning Guidelines: Birth through Kindergarten* and meets all of its standards. This also anticipates the broad expectations of the New Mexico Kindergarten Entry Assessment (KEA), which uses the kindergarten rubrics as criteria for a Kindergarten Readiness Assessment. The KEA will be used in all New Mexico public schools, and is beginning its initial pilot phase this fall. The results of the KEA will provide policy-makers with important data regarding the effectiveness of early learning programs and, most importantly, will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction beginning at kindergarten.

The Kindergarten Entry Assessment (KEA) will assess what entering students know and can do in relation to the kindergarten standards for learning described in the *New Mexico Early Learning Guidelines: Birth through Kindergarten*. The *Guidelines* are aligned with the state's kindergarten Common Core State Standards in English language arts and mathematics. The outcomes and indicators for kindergarteners that are described in that document are linked to learning in seven developmental domains:

- Physical Development, Health, and Well-Being
- Literacy
- Numeracy
- Aesthetic Creativity
- Scientific Conceptual Understanding
- Self, Family, and Community
- Approaches to Learning.

These domains are the core components of the curricular approach used for High-Quality Preschool Programs, and as such will be the coordinated “content” that is supported by planning activities to establish new and expanded sites for these early learning programs. These components are the core elements for every age group within the Guidelines, but are designed to be developmentally appropriate for each age group. Plans for sharing data will build upon the state’s current effort to establish unique identification protocols for young children that allow for aggregated data sharing as well as linking unique educational program goals for children within all appropriate state and federal laws. Planning for family engagement will grow from community efforts developed through Early Learning Providers around the state that have demonstrated success in developing effective family engagement strategies. These will be supported by state staff and replicated within new and expanded programs.

E6: How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services::

In the procurement process the Subgrantee will issue a Request for Proposals to all Early Learning Providers in the identified High-Need Communities. There will be two funding options:

- 1) Enhance existing State Preschool Program infrastructure and quality to deliver High-Quality Preschool Programs, or;
- 2) Implement and sustain new High-Quality Preschool Program to reach and serve additional Eligible Children.

Existing programs will only be allowed to supplement and expand existing services and must continue the use of any and all funds currently being used as specified in the application, for example, half-day programs will be able to expand to full day. Full-day programs may be able to pay their teachers comparably to the Public Schools based on teacher qualifications and years of service. Programs will be required to cost allocate. Costs must be well documented. Existing training materials regarding cost allocation will be used to establish protocols that prevent supplanting. Providers will be trained in these protocols and routinely monitored to ensure compliance.

E7: How Subgrantees will integrate High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings:

The New Mexico PreK program has historically been committed to a mixed delivery system that is inclusive of all children in the community. New Mexico has taken a different tact than other states by identifying communities where children are most at risk and then making the program available to all children in those communities. This approach is quite different from limiting access to only those of a particular income level. New Mexico is not keen on establishing categorical programs for only low income children since the great majority of children in the state are low income – and all could easily be considered to be at risk. Therefore, New Mexico will work diligently to make state funds available to those programs that are awarded federal funds. Then, programs will be encouraged to use state PreK funds to ensure that NM PreK is voluntarily available to all children in the community. As discussed earlier, this will require that programs braid funds and that those funds are tracked through cost allocation. The same is true of public school programs serving children with disabilities. Just as state PreK funds will continue to be used to integrate typically developing children into special education programs, federal funds will be used to ensure that these new programs meet state and federal standards for inclusion.

E8: How Subgrantees will deliver High-Quality Preschool Programs for Eligible Children who may be in need of additional supports:

Early Learning Providers will be tasked with recruiting and enrolling Eligible Children. The High-Quality Preschool Program will be equitably available to all public schools and all licensed Early Learning Programs that are within Early Childhood Investment Zones. Early Learning Programs will be tasked with recruiting all Eligible Children in collaboration with existing programs in the community. The budget for this grant includes a contract with the University of New Mexico's Center for Development and Disabilities to develop an outreach plan and to recruit and ensure the inclusion of children with disabilities in collaboration with the grant project partners.

In addition, state-funded Inclusion Specialists, Early Childhood Mental Health Specialists, and other program consultants will be available within the state system to support communities in their recruitment planning efforts. These resources will also be available to

provide support as needed for children. Based upon the local community's population, recruitment efforts will be targeted to children of parents in the military, children in rural or tribal areas/lands, children who have disabilities or developmental delays, migrant children, homeless children, and children who are Dual/English Language Learners.

... Because CYFD acts as the state social services agency for children, we will work closely with the state Protective Services Division to ensure that local child welfare programs and foster families are aware of this opportunity.

E9: How the State will ensure outreach to enroll isolated or hard-to reach families; help families build protective factors; and engage parents and families:

To ensure that all families are informed of the opportunity and encouraged to enroll their children in available programs, Early Learning Providers will be encouraged to post flyers and place registration materials in WIC offices, businesses, community buildings including chapter houses and tribal government offices, and BIE schools. All PreK program marketing and registration materials will be provided in English, Spanish, and Diné (Navajo), as needed..

... The existing PreK Program Standards require that all State Preschool Programs must develop and provide to families and staff a Family Engagement Plan that includes appropriate family involvement and engagement activities. PreK Consultants or Program Monitors may provide support, when needed, to assist in planning strategies for recruitment and family engagement. The Family Engagement Plan must include how the program will use the children's assessment portfolios as well as the New Mexico PreK Parent Materials, a series of one-page resources available in English and Spanish, to help parents extend learning in the home and to build social-emotional skills for school readiness. As part of this plan, State Preschool Programs require at least 90 hours of parent and family engagement activities annually. At a minimum, these hours must include:

- One home visit
- Three parent-teacher conferences
- At least two preschool-specific parent meetings or trainings
- Transition activities to facilitate a positive transition to kindergarten for children and their families

E10: How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers:

a) Every community has a transition team and plan, required by existing program standards: Best practice in transition requires partnerships to be formed between families, early learning in three to five year old settings, elementary schools, and other identified people with roles in children's lives at that time. Joining Hands New Mexico Framework for Transition utilizes eight principles -- Communication, Equal Partners/ Joint Decision Makers, Families as Partners, Integrated Responsive Services, Culture and Home Language, Knowledge and Skill Development, Developmentally Appropriate Practice, and Assessment of Partnership Effectiveness -- to guide the creation of effective/sustainable partnerships based on the value of collaborative relationships. These principles provide an intentional approach to team-building which holds the importance of collaborative relationships at its core. The Joining Hands practice promotes transition as a year round process that is a catalyst for developing strong ties between early learning settings, schools and families that are impactful most of the time. The NM PreK Program Standards require family engagement activities that are part of transition practices. They also encourage PreK settings to provide transition plans and support transition activities from PreK settings to schools. Schools receiving children partnering with the families and PreK site is the optimal partnership and the one that creates success for children. Many activities such as having PreK children visit schools or kindergarten classrooms on a frequent basis, visiting schools to share a meal (lunch), Home visits, teacher meetings to share information at the end of the year and general sharing of newsletters and pertinent activities that all children might want to participate in at early learning settings, schools and the community are examples. Intentional Transition teams meet on a regular basis, and include early learning teachers, school personnel (Kindergarten teachers and Principals), and families. They focus on and actively plan transition activities, and are reflective about achieving seamless transitions for all children. This is the highest level of quality for transition.

b) **The state will ensure the coordination and collaboration with LEAs and other Early Learning Providers** through two key methods: 1) contractual language with the Subgrantee, REC IX, to focus on the elements below and to include budgetary support and planning to support these efforts; contract negotiations after applications will ensure that these items are

included in every contract in a locally feasible manner; and, 2) technical assistance, coaching and consultation that is provided by UNM Continuing Education.

(i) UNM Continuing Education provides ongoing professional development and training for PreK teachers and administrators on a broad range of topics. Most of these will be required as part of the contract language between the Subgrantee and the Early Learning Providers. At a minimum, these include training on the Early Learning Guidelines and what benchmarks must be reached during the year, how lessons are shaped to reach these benchmarks, training on early learning standards, on various developmental and progress assessments that are conducted during the year, on working with parents as their child's first teacher and how they can support learning at home, and parent engagement.

(ii) UNM's coaching and consultation staff will work with all Early Learning Providers as part of their routine support to help them utilize community resources to develop and to provide Comprehensive Services that many families in these high-risk communities of the state will need. Providing these services will allow parents and families to be more present to support their children's learning at home.

(iii) UNM Center for Development and Disability (UNM-CDD) employs inclusion specialists throughout the state whose role is to help PreK and childcare centers bring children with all kinds of disabilities and delays into the mainstream of the educational provider. As part of this grant, UNM-CDD will be contracted to develop and implement a recruitment plan focused on inclusion for children with disabilities or developmental delays. The goal is to recruit, and serve, the percentage of Eligible Children with disabilities that is no less than the state/national average of those served statewide through part B, section 619 of IDEA. In public school programs children with delays and disabilities will be included in High-Quality Preschool classrooms with appropriate support provided by Special Education Professionals.

(iv) UNM Center for Development and Disability and the UNM Continuing Education staff who currently serve as inclusion specialists will broaden their scope of work and add new members to their team. Along with Title I staff and the Public Education Department's Homeless/Immigrant staff who focus on these areas already, this will allow a clear support function for Preschool classroom teachers who need assistance designing and implementing strong inclusion efforts for English language learners, children residing on "Indian Lands," children from migrant and

homeless families, and others who as a class find access to services much more difficult to obtain.

(v) State staff, housed at PED and CYFD, will provide the program monitoring function for all Early Learning Providers. This team, in collaboration with teachers and administrators, will use existing standards to ensure that facilities are age-appropriate and meet the needs of Eligible Children. Early Learning Providers will also be encouraged to use internal evaluation, rating, and monitoring tools to ensure ongoing developmentally appropriate practices and materials are being used in the classroom.

(vi) The new staff at CYFD and PED, and the new Data Manager at UNM's Continuing Education, will work with Early Learning Providers to develop appropriate data sharing procedures, protocols and mechanisms that meet all state and federal legal standards that are otherwise transparent and efficient.

(vii) Coaching and consultation staff will work with all Early Learning Providers to develop community-based resource utilization of programs and assets that will support children's learning and family support of children's learning. Literacy programs, libraries, reading programs, and similar age appropriate activities that support healthy child development will be sought out and engaged to develop support systems and family outreach efforts to help children succeed in every community. Early Learning Providers will be encouraged to reach out to local early childhood coalitions and other organizations to build community partnerships, where able, to increase the utilization of public resources and learning opportunities, such as: libraries, arts education programs, and family literacy programs.

F. Alignment within a Birth Through Third Grade Continuum

New Mexico has made great strides to align the early childhood programs in the state to create a Birth through Third Grade Continuum. Through our Race to the Top Early Learning Challenge Grant, New Mexico is the first state to include Home Visiting, IDEA Part B/Early Intervention, and all the early childhood programs operated by public schools (including IDEA Part B) in the Tiered Quality Improvement and Rating System (TQRIS). Beginning in January 2015 this TQRIS will be piloted in the state-funded NM PreK Program, preschools funded by Title I, and special education preschools for children with delays and disabilities. Childcare centers are

adopting the TQRIS on a phased implementation schedule. The Family-Infant-Toddler Program (Part C) as well as all Home Visiting Programs in the state are engaged in developing their criteria for the TQRIS. The High-Quality Preschool Programs will also be included in the PreK TQRIS. We are currently revising the draft criteria for PreK to more fully reflect the special education requirements. The goal is to have a single document that clearly delineates the expectations for quality in State Preschool Programs and federally-funded preschool programs, regardless of whether the program is in a public or private setting. A draft of the criteria is included in Appendix G. The next iteration of this document will include the High-Quality Preschool Programs. Printing and formatting costs are included in the budget.

New Mexico has a single State Preschool Program, New Mexico PreK, which is administered by two state agencies but operates as one program with common Program Standards, Early Learning and Development Standards, training, coaching and website/database. The Public Education Department (PED) funds programs in public schools, including charter schools. The department also funds smaller school districts as a consortium through Regional Education Cooperatives. CYFD funds PreK programs in private and non-profit centers, including faith-based and Head Start programs, as well as tribal programs. As a result of this ten-year partnership to provide PreK services in our state, the two agencies have established procedures to insure a fair distribution of funding throughout communities and providers in the state, while being mindful of any possible diminution of services. The agencies will further enhance these procedures by funding a Subgrantee to conduct the application and award process. This will ensure the application and award process for programs funded through the Preschool Development Grant result in the greatest benefit to eligible children and their families, without reduction of services or increased cost to other families.

Coordinating with other Early Education and Care Programs and Ensuring High Quality Programs Will Not Lead to Diminution of Other Services

The High Quality Preschool Programs will be integrated with the existing state-funded preschool program (New Mexico PreK), incorporating the Early Learning Guidelines, NM PreK Program Standards, and the training and coaching model delineated in the New Mexico PreK Consultant Guide (Appendix O). New Mexico will further refine the current PreK Program Standards to include the High-Quality Preschool Programs funded under the Preschool

Development Grant. The PreK Program Standards (Appendix H) set requirements for coordination of early learning programs:

- PreK program personnel meet at least annually in the community with early care and education programs such as public schools, Head Start (Migrant, Tribal, Early), child care, and FIT programs to coordinate and strengthen early childhood programs, training and initiatives.
- PreK program personnel collaborate to ensure that competition for funding and children does not adversely impact community capacity and is equitably disbursed, while also honoring parental choice.
- PreK administrators meet with early care and education program personnel in the community prior to requesting expansion of their PreK program.

In addition, both CYFD and PED require a community needs survey as part of the application for State Preschool Programs. The requests for child slots are compared to the number of four-year-olds in the community and the capacity of and number of children currently served in high quality programs, such as private and non-profit programs rated as three to five star on the state's Tiered Quality Rating and Improvement System (TQRIS), Head Start and state-funded PreK.

CYFD and PED meet before awarding contracts for preschool services to avoid over-saturation of funded programs in a community. The two agencies come to agreement prior to awarding funding.

2. Kindergarten through Third Grade Continuum Activities

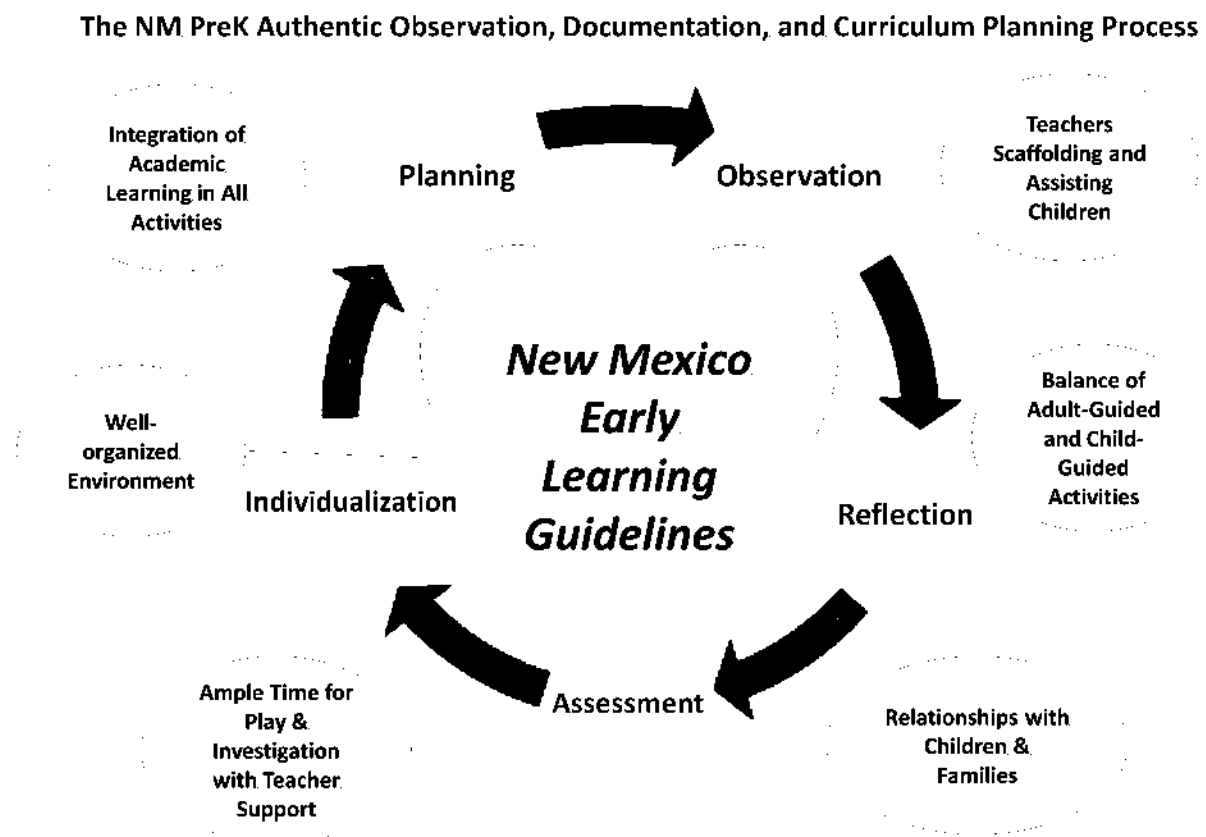
For kindergarten through third grade, these activities include:

a. Ensuring the Eligible Children are well-prepared for kindergarten

The New Mexico ELG are the foundation for the curriculum and assessment used in all state-funded preschool programs in both public and private settings and will be used in the High-Quality Preschool Programs funded under the Preschool Development Grant-Expansion Grant. These guidelines are aligned to Common Core State Standards, with appropriate notations to guide the teacher in connecting the two systems.

New Mexico will implement the training and coaching model used in the state-funded PreK programs in the High Quality Preschool Programs. All teachers and educational assistants will receive training on the ELGs and the PreK Child Observational Assessment System.

Instructional coaches, referred to as consultants, will provide job-embedded professional development to insure fidelity to the PreK Authentic Observation Documentation and Curriculum Planning Process illustrated in the diagram below:



This alignment to Common Core State Standards combined with training and coaching on the PreK Authentic Observation Documentation and Curriculum Planning Process will ensure that the preschool curriculum reflects the progression of skills needed for success in kindergarten. The assessment rubrics labeled “Accomplished for PreK, First Steps for K” define kindergarten readiness targets in all developmental domains. To further connect preschool practice to kindergarten and beyond, rubrics currently extend to the end of kindergarten. Through funding from our Race to the Top/Early Learning Challenge Grant, WestEd is refining current rubrics and developing additional rubrics to extend the continuum of skill development through the middle of first grade. This refinement will result in the Kindergarten Entry Assessment.

Preschool teachers must use a common lesson plan and report results of the PreK Child Observational Assessment three times annually in full-day programs. As the assessment cycle is continuous, teachers constantly adjust learning activities to reflect children's progress in reaching developmental goals.

The New Mexico Kindergarten Entry Assessment

As New Mexico begins the pilot of a universal Kindergarten Entry Assessment (KEA), we will utilize a phased implementation plan. In past years, New Mexico kindergarten programs administered the DIBELS assessment to all Kindergarten students. While DIBELS was a beneficial tool in that it was easy to administer and yielded actionable data, the assessment had a limited scope. The KEA is based on the New Mexico ELGs and will assess the essential domains of a child's school readiness, as follow below:

- Language and literacy development;
- Cognition and general knowledge;
- Approaches towards learning;
- Physical well-being and development; and
- Social and Emotional development.

While all domains will be evaluated, there will be emphasis placed on the domains of language and literacy development and cognition and general knowledge. The emphasis placed on early literacy and mathematics is consistent and aligned with the Public Education Department's (PED) *Ready for Success* initiative outlined in the agency's Strategic Plan. The *Ready for Success* initiative was developed under the premise that early intervention for the youngest learners in elementary school is critical to life-long success.

It is important to note that at no time will the KEA be used to make accountability determinations for students, teachers or schools. Assessments that are formative in nature are designed to provide teachers with actionable data that can be used by the State (RTT/ELC Application 172) to support student learning. Once a formative assessment has stakes attached, it loses its validity as a tool to truly drive instruction. In determining which assessment tool would be most appropriate for all kindergarten students, New Mexico determined that at the highest level, any assessment tool must:

- Fully align with to the state's Early Learning Guidelines: New Mexico's Early Learning Guidelines have laid a foundation upon which the state intends to build. The Guidelines

are aligned to the five domains of school readiness set forth in this application, and additionally, are aligned to the Common Core State Standards (which New Mexico adopted in October, 2010). This alignment is used to support the vertical integration of Early Learning and Development Programs to the expectations we have for our kindergarten students.

- Be culturally and linguistically sensitive to the needs of our student population: New Mexico's diversity is also our greatest strength. Any Kindergarten Entry Assessment must be appropriate for use with our diverse student population, have culturally sensitive content and be able to accurately gauge a student's current progress in each of the domains.
- Be holistic in terms of the domains of school readiness it assesses:
While New Mexico intends to place a command focus on early literacy and math skills, the state recognizes and is committed to implementing an assessment instrument that provides a complete picture of kindergarteners as young learners. Too often, young students are inaccurately thought to have learning difficulties, when in actuality, they are immature in their social development. Providing precise data on each domain will help to ensure that each student's unique learning need(s) are met.
- Provide teachers with actionable data they can align instruction to:
Assessments are only as powerful as the data they yield. By implementing a tool that directly aligns to and correlates with not only academic standards, but also developmental expectations, will allow teachers to differentiate instruction for their students.

b. Sustaining the Educational and Developmental Gains of Eligible Children

i. Promoting Collaboration Between Preschool and Kindergarten Teachers

New Mexico will sustain the educational and developmental gains of Eligible Children by promoting collaboration between preschool and kindergarten teachers. The PreK Program Standards, which will be refined to include the High-Quality Preschool Programs funded under the Preschool Development Grant, require that PreK programs must develop and provide to families and staff a written Transition Plan detailing policies and procedures that assist families of children moving into the program, exiting the program, and/or transitioning into kindergarten.

- The Transition Plan must reflect the diversity and uniqueness of the children and community in which they reside.
- The Transition Plan must include a series of transition activities that take place throughout the year to prepare the child and family for the upcoming changes and facilitate a positive transition to kindergarten.

ii. Expanding Access to Full-Day Kindergarten

New Mexico has a strong commitment to early learning. This was evident when the State began to phase in full-day kindergarten programs. Legislation passed and signed into law in 2000 required that the State adopt rules for the development and implementation of full-day kindergarten programs, the use of age-appropriate assessments to determine the placement of children at the (State of New Mexico: RTT/ELC Application 171) proper instructional level, and that the State monitor full-day kindergarten programs to ensure that all children were being served. Over the course of 5 academic years – from 2000-2001 to 2004-2005 – New Mexico phased in full-day kindergarten. This approach allowed us to ensure that programs were phased fully and with fidelity.

iii. Increasing the Percentage of Children Who Are Able to Read and Do Math at Grade Level by the End of Third Grade

In order to increase the percentage of children able to read and do math at grade level by the end of third grade, New Mexico passed legislation to implement the K-3 Plus program in 2007. K-3 Plus provides funding for a minimum of 25 additional school days for grades kindergarten through third grade in high-need schools, defined as those with at least 80% of students receiving free- and-reduced-priced lunch or that are classified a “D” or “F” school in the state’s school grading system. Many of these schools are located in areas that will be served by the High-Quality Preschool Programs. Preschool and kindergarten administrators and teachers work together to assist families to enroll the children from public and private preschool programs in the school’s attendance area. The children then benefit from an extended school year of approximately 205 days, starting school up to two months prior to the regular school year. Every effort is made to place the children in the same classroom and with the teacher they will have for the entire school year. This program replicates the regular school day, but with increased emphasis on literacy and math, including providing additional time and interventions as required by the individual child...

Children who acquire a firm foundation in literacy are not only prepared for future academic success, but will possess a lifelong gift of reading. New Mexico's early reading initiative, New Mexico Reads to Lead, provides an aligned approach for districts and schools to ensure that children can read by the end of third grade giving them essential skills for future career and college success. The New Mexico Reads to Lead Initiative funds a reading K–3 Formative Assessment System provided to districts at no cost. It also provides regional and district reading coaches, supports for intervention, and professional development for parents, teachers, reading coaches, and administrators. The state's commitment to supporting increased student achievement in grades K-3 is evidenced by the state funding provided to the Reads to Lead program including \$8.5 million in 2012-2013, \$10.5 million in 2013-2014, and \$14.5 million in 2014-2015.

The high-quality, research-based professional development provided through New Mexico Reads to Lead is available to all New Mexico K-3 teachers. These activities expand support for kindergarten teachers to use the KEA and data, and continue this approach through grade 3. Professional development is provided on effective literacy instructional strategies, data analysis, and Common Core State Standards to support student achievement.

Through collaboration between New Mexico PreK and New Mexico Reads to Lead, the Public Education Department will continue to sponsor early literacy professional development events for preschool and kindergarten teachers to attend together. The pilot of this training occurred in the summer of 2014 and was well received by kindergarten and preschool teachers and administrators. This was a first attempt by the PED to join the two groups. The PED plans to expand this training and add other events to bring the teachers from the two grade levels together in joint professional development sessions to help teachers gain skills needed to help children perform on grade level by the end of third grade.

c. Taking Steps, at a Minimum to Align:

i. Child Learning Standards and expectations

New Mexico's Early Learning Guidelines have laid a foundation upon which the state intends to build. The Guidelines are aligned to the five domains of school readiness set forth in this application, and additionally, are aligned to the Common Core State Standards (which New Mexico adopted in October, 2010). This alignment is used to support the vertical integration of Early Learning and Development Programs to the expectations we have for our kindergarten

students. The rubric level “Accomplished for PreK, First Steps for K”, defines school readiness targets.

ii. Teacher Preparation, Credentials, and Workforce Competencies

The PreK Program Standards require that teachers in public school programs possess at least a Bachelor’s Degree and a state teaching license in early childhood education. Teachers who possess another degree or teaching license may use the state’s alternative pathways to the required license. The early childhood degree/license is also required in private or non-profit programs, but teachers without the degree and/or license may be hired, provided a professional development plan is in place requiring a minimum of six college credit hours per year. All teachers in the High-Quality Preschool Programs will be required to follow the staff qualification requirements in the NM PreK Program Standards.

PreK Program Standards require that the educational assistant possess an Associate’s Degree in Early Childhood, and, in public schools, an educational assistant license. If an assistant is hired who does not possess the degree, he/she must provide evidence of completion of a minimum of six college credit hours annually until the degree is earned.

TEACH[®] scholarships are available to any individual working in the NM PreK program who does not meet the PreK Program Standards.

New Mexico’s unique Early Childhood Higher Education Task Force is comprised of representatives of every two- and four-year college or university that offers degrees in early childhood education. This group meets monthly to develop common course competencies and syllabi for early childhood courses. All of these colleges and universities are part of the state-wide articulation system requiring the transfer of early childhood coursework from two-year to four-year degree programs. Because of this partnership, students may complete courses online or in-person at any of the institutions. The Task Force is a standing committee of the state’s Early Learning Advisory Council. Another task of the group is to develop competencies for teacher licensure in early childhood. As a result of this work, the early childhood license that covered birth to grade three was divided as of July 1, 2014 into two licenses: birth through preschool and preschool through third grade. This division of the license more closely aligns the competencies of the preschool through third grade license to Head Start, NM PreK, and IDEA Part B standards as well as the elementary teacher license - and preserves an emphasis on developmentally appropriate practice.

Prior to the 2014-15 school year, the PED Literacy and Early Childhood Bureau collaborated with the Educator Quality Bureau to refine the teacher evaluation system to include teachers in preschool programs. The evaluation includes the New Mexico PreK Administrator Walkthrough and early childhood Measures of Environmental Quality and the Quality of Adult-Child Interactions. Use of the New Mexico Early Learning Guidelines, the accompanying assessment, and lesson plan format are also part of the teacher evaluation system for preschool teachers. The process is being piloted in the 2014-15 school year, and we expect further refinements as a result.

iii. Comprehensive Early Learning Assessment System

All of the elements of a **Comprehensive Assessment System** are included in the TQRIS and the PreK Program Standards:

- **Screening Measures:** PreK program staff must assess each child with a developmental screening instrument that includes a social-emotional component prior to the third month of attendance. Programs must screen for early detection of children at risk for developmental delay and/or disability. When possible, the dominant language of the child will be used during screening. Appropriate referrals must be made to address all identified concerns. All developmental screening instruments must be valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.
- **Formative Assessments:** Assessment of children's educational needs is an ongoing process of collecting information from multiple sources using varied approaches, and should be used to plan for and modify program curricula and to address specific needs of individual children. PreK programs must use *The New Mexico Early Learning Guidelines, Essential Indicators with Rubrics* (Appendix D) as an ongoing assessment of children's progress and as a primary source of information for individualized lesson planning. PreK programs must use observational assessments that are a continuous, dynamic process in which results are used to inform instruction and modify curricula for all children. Assessment results may also be used by the interdisciplinary team, which includes family members, to develop the child's Individualized Educational Program (IEP).

- **Measures of Environmental Quality:** The physical environment and furnishings are planned to support active engagement, learning, participation, and membership of all children. The atmosphere of each classroom is child-oriented, inclusive, and comfortable for all children. All PreK classrooms conduct a self-assessment using the Early Childhood Environment Rating Scale Revised (ECERS-R). Classrooms in public schools must achieve a minimum average score of five (5) on both these scales. The TQRIS requires programs to develop goals for program and classroom improvements based on these Measures of Environmental Quality.
- **Measures of the Quality of Adult-Child Interactions:** All PreK classrooms conduct a self-assessment using the ECERS Four Curricular Subscales Extension (ECERS-E). Classrooms in public schools must achieve a minimum average score of five (5) on both these scales. Administrators in State Preschool Programs in public school settings must also use the PreK Administrator Walkthrough (Appendix N), which also measures adult-child interactions. The TQRIS requires programs to develop goals for program and classroom improvements based on these Measures of the Quality of Adult-Child Interactions. New Mexico plans to investigate other instruments to determine the best one for use in the use in the High-Quality Preschool Program. If another instrument is adopted, it will be implemented across all preschool programs.
- **A Kindergarten Entry Assessment (KEA):** Through the Race to The Top Grant, New Mexico has contracted with WestEd to develop a valid and reliable Kindergarten Entry Assessment based on the New Mexico Early Learning Guidelines (ELGs). The first step of this process was to review the ELGs (Appendix D) for alignment with Common Core State Standards. Next, the ELG language and rubrics for assessment were refined and extended through the middle of first grade. Teachers are currently piloting this assessment. A field test with 50% of kindergarten classrooms in the state will occur in the first 30 days of the 2015-16 school year with full, state-wide implementation in 2016-17. This authentic assessment will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and to differentiate instruction. Doing so will help to ensure that each student's unique learning need(s) are met. KEA data also can be shared with families interested in fostering their children's learning.

iv. Data Systems

The Public Education Department currently has a statewide longitudinal database (STARS) that allows us to track the progress and experiences of children participating in K-12 public education, three-year-old and four-year-old children in special education programs, and children in Title I preschool and pre-kindergarten programs. NM PreK utilizes the same unique child identifier used in the K-12 setting, enabling use of this identifier to manually combine information from the two systems, the STARS and NM PreK databases. This process allows the system to report on the long-term outcomes of children who participated in NM PreK. The data system will be expanded to enter data and to track outcomes of children in the High-Quality Preschool Program. Once completed, our Race to the Top data system will utilize this unique identifier and an integrated data store to be able to provide this type of reporting in an automated way. Additionally, information from other early childhood programs including quality-rated child care, Home Visiting, Title I preschools and special education services provided to children from birth to age 5 will be aligned and linked in this Race to the Top data system. This will allow a better understanding of the services provided to children and their impacts on children's readiness for school and educational success. This data should also provide insight about ways to improve our existing services and allow for smoother transitions between programs.

v. Family Engagement Strategies

New Mexico will sustain a high level of parent and family engagement as children move from High Quality Preschool Programs into the early elementary years. All State Preschool Programs must develop and provide to families and staff a Family Engagement Plan that includes appropriate family involvement and engagement activities. The plan must include how the program will use the children's assessment portfolios as well as the New Mexico PreK Parent Materials, as series of one-page resources available in English and Spanish, to help parents extend learning in the home and to build social-emotional skills for school readiness. As part of this plan, State Preschool Programs require at least 90 hours of parent and family engagement activities annually. At a minimum, these hours must include:

- One home visit;
- Three parent-teacher conferences;
- At least two preschool-specific parent meetings or trainings;

- Transition activities to facilitate a positive transition to kindergarten for children and their families.

To help sustain this high level of parent and family engagement, public schools include families of preschool children in school events. One example of this is “Readers Raise the Roof!”, a 90-minute workshop educators can convene at their schools to meet parent involvement goals for families of students in kindergarten through third grade. The workshop aligns with the New Mexico Reads to Lead! Initiative’s goal to reach out to parents and families to support student learning at home. Since the beginning of the program in 2013, 5,500 New Mexico family members have participated in the Readers Raise the Roof workshops. The workshop teaches research-based activities aligned to the Common Core that families can easily accomplish at home to support reading practice and develop a “blueprint” to use as a family learning guide. Research indicates that time spent practicing reading outside of school hours is essential for children to become fluent readers. The activities parents learn are fun and engaging, making it more likely children will practice reading at home more often. All materials are available in English, Spanish, and Diné (Navajo).

Project At A Glance					
Key Activity & Responsible Party	Rationale	Year 1 (2015)	Year 2 (2016)	Year 3 (2017)	Year 4 (2018)
1.Refine TQRIS to fully include High-Quality Preschool Requirements/State Staff	Early Learning Providers need one document to encompass all requirements for compliance and the criteria for moving up the TQRIS scale	X			
2. Determine an appropriate instrument for Measuring the Quality of Adult-Child Interactions in High-Quality Preschool Programs/State Staff	New Mexico must determine if current measures used in our PreK programs are the best instruments to implement in High-Quality Preschool Programs. If another instrument is determined to be a more accurate measure, New Mexico will align other publically-funded preschool programs by adopting the new instrument.	X	X		

3. Refine PreK Program Standards to reflect requirements of the High-Quality Preschool Program/State Staff	In order to create a seamless system, one set of Program Standards will provide requirements for all preschool programs serving four-year-olds.	X			
4. Develop and provide training on the elements of the Comprehensive Assessment System/UNM	Teachers and administrators in High-Quality Preschool Programs require training to implement the elements of the Comprehensive Assessment System with fidelity.	X	X	X	X
5. Contract with UNM Continuing Education to implement the coaching model as delineated in the PreK Consultant Guide/State Staff	Job-embedded professional development models, such as coaching, will improve classroom practice in High-Quality Preschool Programs.	X	X	X	X

Key Activities & Milestones (Objectives)	Mos. 1-6 2015	Mos. 7-12 2015	Mos. 1-6 2016	Mos. 7-12 2016	Mos. 1-6 2017	Mos. 7-12 2017	Mos. 1-6 2018	Mos. 7-12 2018
1. Refine TQRIS to fully include High-Quality Preschool Requirements/State Staff	X							
2. Determine an appropriate instrument for Measuring the Quality of Adult-Child Interactions in High-Quality Preschool Programs/State Staff	X	X						
3. Refine PreK Program Standards to reflect the requirements of the High-Quality Preschool Program/State Staff.	X							

4. Develop and provide training on the elements of the Comprehensive Assessment System/UNM	X	X	X	X	X	X	X	X
5. Contract with UNM Continuing Education to implement the coaching model as delineated in the PreK Consultant Guide/State Staff	X	X	X	X	X	X	X	X

G. Budget and Sustainability

Early childhood programs enjoy the full support of both the executive and legislative branches of state government. Unsolicited letters from the Legislative Finance and Legislative Education Study Committee are attached. The state program has grown from \$ (b)(4) in its first year to \$ (b)(4) in the most recent year, a period of nine years. While there is no certainty of future funding that will sustain this substantial expansion, we are hopeful that New Mexico's policy leadership will continue to demonstrate their commitment to PreK for all children in New Mexico.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

Part 5 Other Attachments
Application Assurances and Certifications

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Office of the Governor State of New Mexico	Applicant's Mailing Address: 490 Old Santa Fe Trail Room 400 Santa Fe, NM 87501
Employer Identification Number: 85-6000565	Organizational DUNS: 102273070
Lead Agency: Children, Youth and Families Department Contact Name: Dan Haggard (Single point of contact for communication)	Lead Agency Contact Phone: 505-827-6614 Lead Agency Contact Email Address: Dan.Haggard@state.nm.us

Required Applicant Signatures (Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):

To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): <i>Susana Martinez</i> Signature of Governor or Authorized Representative of the Governor: <i>[Signature]</i>	Telephone: <i>505-476-2201</i> Date: <i>10-14-14</i>
Lead Agency Authorized Representative (Printed Name): <i>Jennifer Rodgett</i> Signature of Lead Agency Authorized Representative: <div style="border: 1px solid black; height: 60px; width: 100%; margin-top: 5px;">(b)(6)</div>	Agency Name: <i>CYFD</i> Date: <i>10-14-14</i>

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):

Susana Martinez

Signature:

S. Martinez

Date:

10-14-14

State of New Mexico
CHILDREN, YOUTH and FAMILIES DEPARTMENT

SUSANA MARTINEZ
GOVERNOR

JOHN SANCHEZ
LIEUTENANT GOVERNOR



YOLANDA BERUMEN-DEINES
CABINET SECRETARY

JENNIFER PADGETT
DEPUTY CABINET SECRETARY

Ms. Jennifer Padgett
Deputy Secretary
1120 Paseo de Peralta
Santa Fe, NM 87502

August 18, 2014

Dear Ms. Padgett,

Pursuant to 9-1-5 NMSA 1978, which states in in relevant part, "In accordance with these provisions the secretary shall: delegate authority to subordinates as he deems necessary and appropriate, clearly delineating such delegated authority and the limitations thereto; I hereby grant you authority to act and sign all documents on my behalf while I am out on extended medical leave. This delegation commences on August 18, 2014 and shall be removed upon my return to work.

Thank you for accepting this responsibility on my behalf.

Sincerely,

(b)(6)

YOLANDA BERUMEN-DEINES

Cabinet Secretary

OFFICE OF THE SECRETARY
P.O. DRAWER 5160 • SANTA FE, N.M. • 87502
PHONE: (505) 827-7602 • FAX: (505) 827-4053

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): <p style="text-align: center;">Governor Susana Martinez State of New Mexico</p>	Applicant's Mailing Address:
Employer Identification Number:	Organizational DUNS:
Lead Agency: Children Youth and Families Department Contact Name: Dan Haggard	Lead Agency Contact Phone: 505-827-6614 Lead Agency Contact Email Address: Dan.Haggard@state.nm.us
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation.</p> <p>Governor or Authorized Representative of the Governor (Printed Name): Telephone:</p> <p>Signature of Governor or Authorized Representative of the Governor: Date:</p> <p>Lead Agency Authorized Representative (Printed Name): Agency Name:</p> <p>Signature of Lead Agency Authorized Representative: Date:</p> <p>Subgrantee Authorized Representative (Printed Name) Agency Name:</p> <p>Mary Reeve, Executive Director Region IX Education Cooperative</p> <p>Signature of Subgrantee Authorized Representative Date:</p> <div style="border: 1px solid black; width: 280px; height: 50px; margin-top: 5px;"></div> <p style="margin-top: 5px;">10/10/14</p>	

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development Grants--Expansion (Second Sheet)

General Instructions

- This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority 1 and Selection Criteria (D) (4).
- To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit them.
- You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.
- Finally, this table should serve as a planning tool; therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your application.

Part I. Absolute Priority 1

1. For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone.

Part II. Competitive Priority 1

1. For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slots) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure *need not* be 5% of the total Matching Funds, as that limit applies only to Federal funds.
2. For line 2F (State Matching Funds), fill out the *increased* State funds spent on preschool during State Fiscal Year 2014 only.
3. The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference.

Part III. Selection Criteria (D) (4)

1. In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on estimates).
2. Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 2H in the green total section in Part II).
3. Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II.)

Instructions for Table B (Third Sheet)

Note: For each of the columns, fill out the required information for years 2010-2013.

1. For columns 1-3, fill out past funding sources for State Preschool Programs.
2. For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively.
3. For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth Sheet)

1. For FY 2014 Investment, fill out the *increased* State funds provided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this column.
2. For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other sources.
3. The totals for each year will self-populate; you cannot edit the cells in the Overall Match line.
4. Finally, the last line serves to check that the numbers in this table are the same as those entered into the Table A. If they are the same, the cell below the total will read "Correct", if there is a problem, it will read "Please verify numbers". Before moving on, please make sure all of the cells are correct.

Instructions for Table (D)(4) (Fifth Sheet)

1. In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvement.
2. For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.
3. Leave any unneeded rows blank.
4. Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as appropriate.

Table A

Expansion Grants	
------------------	--

PART I. Absolute Priority 1

	Year 1	Year 2	Year 3	Year 4	Cumulative \$	%
--	--------	--------	--------	--------	---------------	---

Allocation of Federal Preschool Development Grant Funds									
	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds	
IA: State-Level Infrastructure	\$625,000	5%	\$625,000	5%	\$625,000	5%	\$625,000	5%	\$2,500,000
IB: High-Quality Preschool Programs	\$11,875,000	95%	\$11,875,000	95%	\$11,875,000	95%	\$11,875,000	95%	\$47,500,000
IC: New Preschool Slots	\$6,350,000	51%	\$6,350,000	51%	\$6,350,000	51%	\$6,350,000	51%	\$25,400,000
ID: Improved Preschool Slots	\$5,525,000	44%	\$5,525,000	44%	\$5,525,000	44%	\$5,525,000	44%	\$22,100,000
Total Federal Funds	\$12,500,000	100%	\$12,500,000	100%	\$12,500,000	100%	\$12,500,000	100%	\$50,000,000

PART II. Competitive Priority 1 Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the projected State funding for each year 2014, at the bottom of this section. The other cells will self-populate with information; those should not be modified.

	Year 1	Year 2	Year 3	Year 4	Comulative \$	%
--	--------	--------	--------	--------	---------------	---

(b)(4)

(b)(4)

Table (D)(4)					
Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	1,253	1,253	1,253	1,253
	Total Estimated Cost	(b)(4)			
Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				
Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				
Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				
Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				

OVERALL STATEWIDE BUDGET

Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (G))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$ 205,734	\$ 205,734	\$ 205,734	\$ 205,734	\$ 822,936
2. Fringe Benefits	\$ 61,766	\$ 61,766	\$ 61,766	\$ 61,766	\$ 247,064
3. Travel	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 72,000
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
6. Contractual	\$ 312,500	\$ 312,500	\$ 312,500	\$ 312,500	\$ 1,250,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (add lines 1-8)	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 2,400,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funds to be distributed to Subgrantees	\$ 11,875,000	\$ 11,875,000	\$ 11,875,000	\$ 11,875,000	\$ 47,500,000
12. Funds set aside for participation in grantee technical assistance	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
13. Total Grant Funds Requested (add lines 9-12)	\$ 12,500,000	\$ 12,500,000	\$ 12,500,000	\$ 12,500,000	\$ 50,000,000
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)	(b)(4)				

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6....

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Preschool Development Grants Program – Expansion Grants Application
New Mexico Children, Youth and Families Department
Letters of Support



An educational service agency that is committed to supporting students to be successful individuals in the real world.

237 Service Road, Ruidoso, NM 88345 Phone: 575.257.2368

www.rec9nm.org

October 9, 2014

Deborah S. Delisle
Assistant Secretary of Elementary and Secondary Education
U.S. Department of Education

Mark Greenberg
Assistant Secretary for Children and Families
U.S. Department of Health and Human Services

Dear Ms. Delisle and Mr. Greenberg:

Regional Educational Cooperatives (RECs) are established by the Regional Cooperative Education Act (22-2B-1 to 22-2B-6, NMSA 1978). In 1984, the New Mexico State Board of Education (SBE) established ten RECs under SBE Regulation No. 84.6. The purpose of the RECs is to provide services for local education agencies and eligible state supported schools. Since 1984, RECs have established cooperative programs of education services with both entitlement and discretionary funds. RECs are state agencies administratively attached to the Public Education Department. The Public Education Department authorizes the existence and operation of Regional Education Cooperatives (RECs) formed by local school boards joining with other school boards or other state-supported education institutions.

REC IX is comprised of three primary divisions (Educational Services, Technology Services, and Administration). These divisions coordinate to provide solid education-related supports and services for member districts and contractors. Each division collaborates across programs in order to ensure seamless and efficient delivery of services with a common mission of supporting each student to be successful in the real world.

REC IX has a long history of commitment and delivery of high quality early childhood services. This includes serving as a Head Start Grantee, Family Infant Toddler Program (IDEA Part C birth to three) provider, and contracting with the Public Education, Children Youth and Families, and Health Departments to coordinate and provide statewide early childhood education training and consultation.

This letter is being written in support of New Mexico's application for a Preschool Development Expansion Grant and our willingness to serve as the Subgrantee for that Grant. As a "quasi-governmental entity", we have many years of experience working collaboratively with state agencies to implement grant-funded programs. Because of our commitment to early childhood education, this has been especially true for ARRA-, CCDBG-, MIECHV-, and other DOE- and HHS/ACF-funded initiatives. If funded, we will be more than eager to enter into a formal agreement with the Children Youth and Families Department (as the lead agency) to fulfill our role as described in the state's plan/application.

Sincerely,

(b)(6)

Mary Reeve, Executive Director

Participating School Districts: Capitan - Carrizozo - Cloudcroft - Corona - Hondo Valley - Ruidoso - Tularosa



New Mexico State Senate

State Capitol
Santa Fe

COMMITTEES:

CHAIRMAN,
• Education

MEMBER
• Corporations & Transportation

SENATOR JOHN M. SAPIEN
D-Bernalillo & Sandoval-9

1600 West Elia Drive
Corrales, NM 87048

Office: (505) 765-5662
E-Mail: john.sapien@nmlegis.gov

October 10, 2014

Deborah S. Delisle
Assistant Secretary of Elementary & Secondary Education
U.S. Department of Education

Mark Greenburg
Assistant Secretary for Children and Families
U.S. Department of Health and Human Services

**RE: U.S. DEPARTMENT OF EDUCATION AND U.S. DEPARTMENT OF HEALTH
AND HUMAN SERVICES 2014 PRESCHOOL DEVELOPMENT GRANTS
COMPETITION**

Dear Ms. Delisle and Mr. Greenburg:

Please accept this letter as support for the Preschool Development Grant application of the New Mexico Public Education Department (PED) and the New Mexico Children, Youth and Families Department (CYFD).

Legislation enacted in 2011 created the *Early Childhood Care and Education Act (ECCEA)*, the purpose of which is "to establish a comprehensive early childhood care and education system through an aligned continuum of state and private programs, including home visitation, early intervention, child-care, Early Head Start, Head Start, early childhood special education, family support and pre-K, and to maintain or establish the infrastructure necessary to support quality in the system's programs."

Since the enactment of ECCEA, I have heard reports from the partner agencies, PED and CYFD. Their discussions have included a history of legislative interest in early childhood that preceded the enactment of ECCEA, and targeted early efforts to provide early childhood services.

Of particular interest were seven principles that were highlighted in these reports that formed the core of ECCEA:

1. early childhood learning and development;
2. standards that are aligned with the state's K-12 academic standards;

3. teachers and providers who possess the skills, knowledge, and attitude to help young children prepare to be successful in school;
4. supporting parents as children's first teachers, and providing high-quality educational options to parents;
5. embracing accountability for measurable results;
6. building crosscutting partnerships to govern, finance, sustain, and improve early childhood education; and
7. evaluation and return on investment, best accomplished through proper allocation of resources to programs that are shown to lead to positive child outcomes.

Currently, CYFD and PED provide almost 7,500 children with pre-kindergarten services, including about 1,800 slots for extended day services. The total state investment in pre-kindergarten in FY 15 included \$36.5 million; \$30.4 million from the state General Fund – an almost 22 percent increase from the previous fiscal year. Additionally, analysis conducted by the New Mexico Legislative Finance Committee indicates an additional 3,000 at-risk four-year olds are in need of pre-kindergarten services, and additional federal dollars will allow expansion to help ensure improved school readiness.

The Preschool Development Grants competition would support New Mexico in expanding high-quality preschool programs for high-need communities. As a Race to the Top-Early Learning Challenge (RTT-ELC) state, New Mexico is dedicated to supporting a high-quality early childhood development and education system. The four goals which constitute New Mexico's RTT-ELC reform agenda include: (1) implementing a tiered quality rating and improvement system (TQRIS); (2) establishing early childhood investment zones; (3) implementing a kindergarten entry assessment (KEA); and (4) building an early learning data system. In 2013, CYFD conducted a needs assessment that identified socio-ecological risks in order to distinguish investment zones throughout the state. Thirty-five school districts were identified as investment zones, and another five communities were invited to participate in the creation of a plan for an early learning system plan. The investment zones allow the state to strategically target pre-kindergarten investments to the state's neediest communities. Additionally, implementation of a new TQRIS, KEA, and data system directly support careful attention to implementation and monitoring of performance.

Finally, I think that with the assistance of this grant, New Mexico could become a model for the rest of the country. With our minority-majority population; our mix of rural and urban areas, we remain dedicated to the efforts on behalf of our state, and we would feel privileged to play a role in advancing the nation as a whole.

I urge the U.S. Department of Education and the U.S. Department of Health and Human Services to consider New Mexico for the Preschool Development Grants Competition to support the state in building, developing, and expanding voluntary, high-quality preschool programs for high-need children and families.

(b)(6)


John W. Sapien
Chair, Legislative Education Study Committee
Chair, Senate Education Committee

Representative Luciano "Lucky" Varela
Chairman

Representative William "Bill" J. Gray
Representative Larry A. Larrañaga
Representative Henry "Kiki" Saavedra
Representative Nick L. Salazar
Representative Edward C. Sandoval
Representative Don L. Tripp
Representative James P. White

State of New Mexico
LEGISLATIVE FINANCE COMMITTEE

325 Don Gaspar, Suite 101 • Santa Fe, NM 87501
Phone: (505) 986-4550 • Fax (505) 986-4545

David Abbey
Director



Senator John Arthur Smith
Vice-Chairman

Senator Sue Wilson Beffort
Senator Pete Campos
Senator Carlos R. Cisneros
Senator Carroll H. Leavell
Senator Howie C. Morales
Senator George K. Munoz
Senator Steven P. Neville

October 10, 2014

Deborah S. Delisle
Assistant Secretary of Elementary & Secondary Education
U.S. Department of Education

Mark Greenburg
Assistant Secretary for Children and Families
U.S. Department of Health and Human Services

RE: U.S. Department of Education & U.S. Department of Health and Human Services 2014
Preschool Development Grants Competition

Dear Ms. Delisle and Mr. Greenburg,

The New Mexico Legislative Finance Committee (LFC) would like to express support for the New Mexico Public Education Department (PED) and New Mexico Children, Youth and Families Department (CYFD) application for the Preschool Development Grants competition. Despite New Mexico's continual low rankings by The Annie E. Casey Foundation's annual *Kids Count Data Book*, the New Mexico Legislature is dedicated to improving the well-being of New Mexico's children by prioritizing funding for high quality programs that improve the social and cognitive skills of children, with benefits extending throughout a child's life.

In 2013, the LFC published an evaluation of New Mexico's childcare assistance and prekindergarten programs that showed prekindergarten positively impacts student achievement through the third grade. The LFC staff evaluation of the state's prekindergarten program demonstrates how the program boosts participants' performance, including third grade reading proficiency, one of the state's top education initiatives. Currently, CYFD and PED provide almost 7,500 children with prekindergarten services, including about 1,800 slots for extended-day services. Prior to FY15, prekindergarten programs in New Mexico were only two and a half hours long each day. The total state investment in prekindergarten in FY15 included \$36.5 million, \$30.4 million from the state general fund, an almost 22 percent increase over the previous fiscal year. Additionally, LFC analysis indicates an additional 3,000 at-risk four year olds are in need of prekindergarten services, and additional federal dollars will allow expansion to help ensure improved school readiness.

The Preschool Development Grants competition would support New Mexico in expanding high-quality preschool programs for high-need communities. As a Race to the Top-Early Learning Challenge (RTT-ELC) state, New Mexico is dedicated to supporting a high quality early childhood development and education system. The four goals which constitute New Mexico's RTT-ELC reform agenda include implementing a tiered quality rating and improvement system (TQRIS), establishing early childhood investment zones, implementing a kindergarten entry assessment (KEA), and building an early learning data system. In 2013, CYFD conducted a needs assessment that identified socio-ecological risks to distinguish investment zones throughout the state. Thirty-five school districts were identified as investment zones, and another five communities were invited to participate in the creation of an early learning system plan. The investment zones allow the state to strategically target investments to the state's neediest communities. Additionally, implementation of a new TQRIS, KEA, and data system directly support careful attention to implementation and monitoring of performance.

We urge the U.S. Departments of Education and Health and Human Services to consider New Mexico for the Preschool Development Grants Competition to support the state in building, developing, and expanding voluntary, high-quality preschool programs for high-need children and families.

Sincerely,

(b)(6)

Representative Luciano "Lucky" Varela, Chair
Legislative Finance Committee

(b)(6)

Senator John Arthur Smith, Vice Chair
Legislative Finance Committee

State of New Mexico

CHILDREN, YOUTH and FAMILIES DEPARTMENT

SUSANA MARTINEZ

GOVERNOR



JOHN SANCHEZ

LIEUTENANT GOVERNOR

YOLANDA BERUMEN-DEINES

CABINET SECRETARY

JENNIFER PADGETT

DEPUTY CABINET SECRETARY

October 9, 2014

Deborah S. Delisle
Assistant Secretary of Elementary and Secondary Education
U.S. Department of Education

Mark Greenberg
Assistant Secretary for Children and Families
U.S. Department of Health and Human Services

Dear Ms. Delisle and Mr. Greenberg:

The New Mexico Early Learning Advisory Council (ELAC) was created in statute in 2011 as a governor-appointed advisory body to ensure the fulfillment of the New Mexico Early Childhood Care and Education Act (SB120), which describes the attributes of a continuum of coordinated high quality early childhood programs. In New Mexico, we refer to this as a "system of systems".

The Preschool Development Grants – Expansion Grants is certainly consistent with the strategic goals of the ELAC. (Please see the NM ELACs Strategic Plan 2013-2016, which I've attached to this letter.):

Priority Goal 1: Accessibility to High Quality Early Childhood Programs

Priority Goal 2: Improve School Readiness

Priority Goal 3: High Quality Early Childhood Workforce

Our expectation is that the ELAC will play a considerable role in the support and monitoring of the CYFD and the PED to ensure that this funding will support and build our "system of systems" and not have negative unintended consequences to our early childhood community.

Sincerely,

(b)(6)

Erica Stubbs

Chair, New Mexico ELAC

Director of Children's Services, Presbyterian Medical Services

DRAFT September 2013

New Mexico
Early Learning Advisory Council

**That every New Mexico child is eager to learn and
ready to succeed in school**

Strategic

DRAFT September 2013

Table of Contents

Early Learning Advisory Council Background.....	4
Early Learning Advisory Council Mission and Vision	5
Early Learning Advisory Council Long-Term Goals	6
Strategies to address the ELAC's three Priority Goals	7
Early Learning Advisory Council Committees	8
Priority Goal 1: Accessibility to High Quality Early Childhood Programs.....	9
Priority Goal 2: Improve School Readiness (now and at 3rd grade)	10
Priority Goal 3: High Quality Early Childhood Workforce	11

DRAFT September 2013

Early Learning Advisory Council Background

In 2011, the New Mexico Early Childhood Care and Education Act was enacted to create the Early Learning Advisory Council as SB120.

New Mexico's SB 120 states that an early childhood care and education system is vital in ensuring that every New Mexico child is eager to learn and ready to succeed by the time that child enters kindergarten, that high-quality early learning experiences have been proven to prepare children for success in school and later in life and that cost-benefit research demonstrates a high return on investment for money spent on early childhood care and education for at-risk children.

A successful, an early childhood care and education system should be:

1. Developmentally, culturally and linguistically appropriate and include the implementation of program models, standards and curriculum based on research and best practices
2. Data-driven, including the identification and prioritization of communities most at risk while striving to make the system universally available to all those who wish to participate
3. Accountable through developmentally appropriate methods of measuring, reporting and tracking a child's growth and development and the improvement of the system's programs
4. Accessible, especially to those children most at risk for school failure
5. Of the highest possible quality through the utilization of qualified practitioners who have completed specialized training in early childhood growth, development and learning that is specific to the practitioner's role in the system and the maintenance of quality rating methods for the programs in the system
6. Fully aligned within each community to ensure the most efficient and effective use of resources by combining funding sources and supporting seamless transitions for children within the system and for children transitioning into kindergarten
7. Family-centered by recognizing that parents are the first and most important teachers of their children and providing the support and referrals necessary for parents to assume this critical role in their child's development
8. A partnership between the state and private individuals or institutions with an interest or expertise in early childhood care and education.

The purpose of the Early Childhood Care and Education Act is to establish a comprehensive early childhood care and education system through an aligned continuum of state and private programs.

The New Mexico Early Learning Advisory Council was created to ensure implementation of the Early Childhood Care and Education Act.

DRAFT September 2013

Early Learning Advisory Council Mission and Vision

New Mexico Early Learning Advisory Council Mission statement

To create a quality, sustainable, and seamless Early Care and Learning System responsive to each child birth to age 5 and their family across New Mexico; by building partnerships, integrating systems and making strategic, research-based and data-driven recommendations to policy makers and stakeholders

New Mexico Early Learning Advisory Council Vision Statement

To be the collective voice to move forward the Early Care and Learning System in New Mexico

DRAFT September 2013

Early Learning Advisory Council Long-Term Goals

ELAC members identified priority goals to achieve the responsibilities set forth for the council by reviewing, analyzing and prioritizing the New Mexico SB120, the Head Start Act and Race to The Top Application. Based on the information reviewed, the following three Priority Goals were identified:

1. Accessibility to High Quality Early Childhood Programs
2. Improved School Readiness (now and at 3rd grade)
3. High Quality Early Childhood Workforce

Priority Goal 1: Accessibility to High Quality Early Childhood Programs

The New Mexico Early Learning Advisory Council (ELAC) has determined that access to high quality services for all children is critical for improving the wellbeing of New Mexico's children. This includes:

- Children with disabilities, particularly children with significant/multiple disabilities
- Full participation of children of diverse linguistically and cultural backgrounds, including family composition
- Support for children with challenging behaviors
- Addressing the needs of New Mexico's Early Childhood Investment Zones

Priority Goal 2: Improve School Readiness (now and at 3rd grade)

According to 45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended). School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. The expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" and that "appropriately reflect the ages of children, birth to five, participating in the program" Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

Priority Goal 3: High Quality Early Childhood Workforce

ELAC has determined that an effective and well-qualified workforce for the New Mexico early care and learning system, requires practitioners and educators with appropriate training, education, and credentials. To be successful, the early childhood workforce needs a range of competencies to support children for healthy development and success in school. Ensuring access to higher education, and implementing an integrated system of professional development, are key strategies to prepare, support and retain staff who work in early care and learning settings.

DRAFT September 2013

Strategies to address the ELAC's three Priority Goals

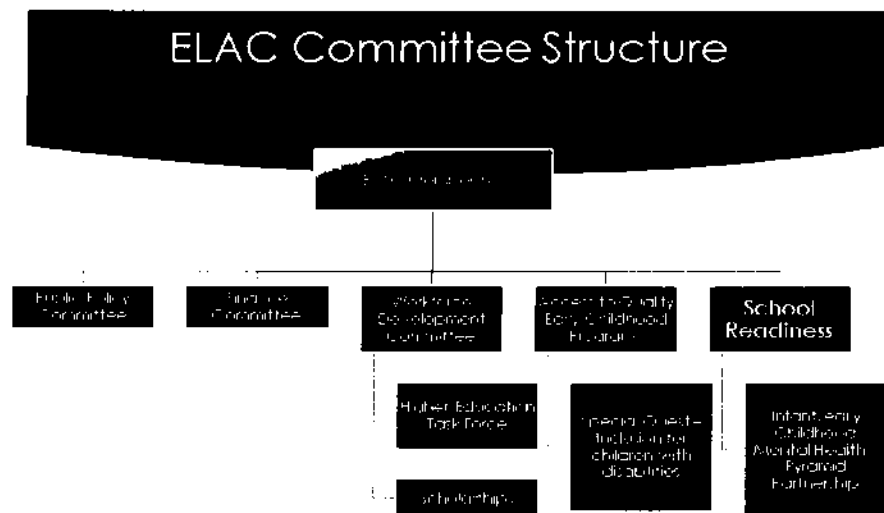
The frames that follow document the Committee's efforts to analyze each Priority Goals and determine answers to the following questions:

1. Key measures: What data is needed to track progress, what's the current status and what progress on each measure does ELAC expect to see in place by 2013 and 2015?
2. The Story Behind the Data: Why is this issue important for ELAC to address?
3. What Works/Best Practices: What existing practices can ELAC build on?
4. Partners Who Can Help: What other agencies/institutions/groups have similar interests/goals?
5. Strategies: What initiatives will ELAC undertake to make measurable progress?

DRAFT September 2013

Early Learning Advisory Council Committees

To accomplish the Priority Goals set forth in the ELAC Strategic Plan, the Council has identified five Committees that will work with Sub-Committees and Task Forces to address each goal, strategy and activity and provide the required progress reports and recommendations. Below is the structure for the Early Learning Advisory Council Committees and current Sub-committees:



DRAFT September 2013

Priority Goal 1: Accessibility to High Quality Early Childhood Programs

Key Measures:

1. Ratio of 0-5 Population to # of Slots (across all 7 Systems), by State & County
2. % of NM Counties with All 7 Systems in place

The Story Behind the Data	Partners Who Can Help
<ul style="list-style-type: none"> - Need unique identifier to de-duplicate children served in multiple programs - Need to define high quality (3,4,5 Star) 	<ul style="list-style-type: none"> - DOH - CYFD - UNM-CEPR - Family Organizations - PED - Tribal - Head Start - H&HS
What Works/Best Practices	Strategies
<ul style="list-style-type: none"> - Look at other States' experience with EC Councils e.g. Az - Increase reimb rate @ 4 & 5* levels to increase incentives for child care providers to move to higher quality ratings - Estimate full costs of implementing all programs state-wide - Review other states' strategies for funding EC services(endowments, sin taxes, permanent fund) 	<ul style="list-style-type: none"> 1. Expand into new investment zones 2. Raise % of poverty level @which subsidies are given 3. EC Councils/County Councils vs one size fits all 4. Expand Home Visiting slots 5. Explore potential of increasing EHS/HS slots 6. Expand Pre-K to age 3 to promote services in rural areas 7. Do study to determine cost of high quality EC

DRAFT September 2013

Priority Goal 2: Improve School Readiness (now and at 3rd grade)

Key Measures:

1. *I/T Assessments (Developmental Screenings)*
2. *Kindergarten Readiness Assessment*
3. *3rd Grade Proficiency*

The Story Behind the Data <ul style="list-style-type: none"> - Determine baselines so impact of current and future EC efforts can be noted - Defined School readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life - Identify current standardized Kindergarten readiness assessment 	Partners Who Can Help <ul style="list-style-type: none"> - <i>Universities</i> - <i>DOH</i> - <i>ECAN</i> - <i>NM Voices for Children</i> - <i>Kellogg Foundation</i> - <i>Legislature</i> - <i>CYFD</i> - <i>HSD</i> - <i>ECAP</i> - <i>NMAEYC</i> - <i>CEPR</i> - <i>NM PBS</i>
What Works/Best Practices <ul style="list-style-type: none"> - <i>Teacher competency</i> - <i>Family engagement (stability/relationships)</i> - <i>Mother' level of education</i> - <i>Home Visiting</i> - <i>NM Pre-K</i> - <i>Head Start</i> - <i>K-3 Plus</i> - <i>Knowledge of growth & development of children</i> 	Strategies <p>Partnering with PED to identify and promote Ready Schools- The committee will review Ready School Initiatives from High Scope and other states. Gather examples.</p> <p>Alignment of standards, curriculum, and professional development .Assure program standards and approaches are applicable across systems. Assure Alignment of training systems, assessment and observations, consultation, curriculum. Begin by reviewing FOCUS and K-3 current program and curriculum standards/assessments and identify gaps in alignment.</p> <p>Promoting transitions between early learning systems and the public school system.</p>

DRAFT September 2013

Priority Goal 3: High Quality Early Childhood Workforce

Key Measure: *Identify Quality Requirements Across Systems*

Status: *Don't have centralized data*

2013 Goal: *Begin Dialogue*

2014 - 15 Goal: *Determine/Map Common Denominators*

Key Measure: *Determine Current Workforce Status*

Status: *Limited data, not centralized*

2013 Goal: *Begin Gathering Data*

2014 -15 Goal: *Identify Centralized System*

Key Measure: *Increase Workforce Development Opportunities/Availability*

Status: *Current Articulation; no centralized data*

2013 Goal: *Begin looking at Ed-TA*

2014 - 15 Goal: *Develop Centralized Ed/TA System*

System and Data

The Story Behind the Data	Partners Who Can Help
<ul style="list-style-type: none"> - Different systems - Unique qualifications/requirements - Disconnection (e.g. within systems) - Limited/no data/info 	<div>Leadership level</div> <ul style="list-style-type: none"> - Reps from each of 7 Systems< <div>Grassroots level</div> <ul style="list-style-type: none"> - Higher Ed - Advocacy Groups - T & TA System
What Works/Best Practices	Strategies
<ul style="list-style-type: none"> - Bring groups together by subset - Use data - Obtain feedback from practitioners/grass roots level - Identify common ground/denominators 	<ol style="list-style-type: none"> 1. Identify participants & bring groups together (Data, Workforce, Training, etc) 2. Discuss/establish common denominators 3. Determine Common training and collaboration 4. Review/draw upon work from other states 5. Review accessible data

Appendix L PreK Walkthrough

NM PreK Classroom Walkthrough

Classroom:
Time in:

Date:
Time Out:

Observer:

Classroom Environment

- ☐ Furnishings child-sized; arranged with space to move freely...
- ☐ Defined cozy area with soft furnishings.
- ☐ Area for one-two children to work
- ☐ Children's work/photos predominate in classroom displays
- ☐ Authentic representation of family culture
- ☐ Current lesson plans posted and complete (pages 1 and 2)

Learning Centers/Activities

- ☐ At least eight well-equipped learning centers (see PreK Lesson Plan) with materials for child choice
- ☐ Each center has the focus indicator (objective) from the New Mexico Early Learning Guidelines (ELG) clearly posted. ELG changes as activities change.
- ☐ Learning is hands-on and interactive; worksheets are not appropriate
- ☐ Art activities are process-oriented. (not coloring sheets or teacher cut-outs).
- ☐ Teacher and educational assistant actively participate in center activities, scaffolding instruction and conversing with children...
- ☐ Materials are rotated to reflect and enhance interest.
- ☐ Books, writing and drawing materials are available in each center. (Ex: cook book and shopping list in dramatic play; building blocks, maps, markers and paper in the block center)
- ☐ Learning embedded in play through use of educational games and play materials
- ☐ All centers open and available to children for 1/3 of the day

Grouping for Learning Activities

- ☐ Whole group activities limited to 15 minutes
- ☐ Majority of activities in short (10-15 minute) small groups or on-on-one
- ☐ Many opportunities for children to select a group
- ☐ Children wait less than 3 minutes during transitions and are engaged in phonological awareness or math activities during wait

Teacher Role

- ☐ Shares classroom oversight with EA (if applicable) to ensure safety of all
- ☐ Actively engages with children; assists children to engage
- ☐ Provides a flexible routine
- ☐ Adjusts/scaffolds activities so all children succeed
- ☐ Accepts children's independent attempts
- ☐ Helps children learn discipline by modeling self control, problem solving, and effective praise
- ☐ Provides provocations to increase learning by getting children to go further in their thinking

Teacher Language

- ☐ Language is warm and respectful
- ☐ Most language is used to exchange information or for social interaction rather than to manage
- ☐ Teachers encourage language development:
 - ☐ conversation
 - ☐ expands on child's comments
 - ☐ home language is heard
 - ☐ uses realia, discussion, books and technology to build background knowledge
 - ☐ open-ended vs. right answer questions
 - ☐ how and why questions
 - ☐ asks for predictions

Integration of Literacy

- [] Reading and writing materials are available throughout room. Fiction and non-fiction books are readily available. (suggestion: classroom should have at least 5 books times the number of children in the classroom. 5 x 20 children = 100 books)
- [] Phonological awareness activities occur throughout the day
- [] At least one large group read-aloud per day
- [] Alphabet is posted at children's eye level.
- [] Letter names and sounds are taught holistically, not "letter of the week".
- [] Teacher models writing with "think-alouds" using strategies such as morning message.
- [] Materials and environment labeled in English, Navajo and Spanish as appropriate.
- [] Children's books are available in English, Spanish and Navajo as appropriate.
- [] Staff has an organized method of tracking that all children are read aloud to either individually or in groups of 4 or less at least once a week.
- [] Staff label child's work with dictation from the child.
- [] Children's attempts at writing are valued, encouraged and appropriately scaffolded to the next developmental level. (Handwriting worksheets or requiring lined paper is not appropriate.)
- [] Other literacy/communication materials available (interactive boards, flannel boards, listening center, games, puppets, etc.)

Integration of Numeracy and Science

- [] Materials for counting, measuring, comparing, ordering and sorting, size and shape, and written numbers available throughout the room
- [] Intentional small and large group math and science activities occur throughout the week
- [] Realia is evident in science center, along with magnifying glass and other tools for observation.
- [] Intentional sensory experiences are included weekly
- [] Non-fiction books with math and science concepts are available in the centers and read aloud to children.
- [] Teacher models finding evidence in text to support responses as well as using books and technology to gain information to answer children's questions.
- [] Daily activities and routines promote acquisition of numeracy skills (one-to-one correspondence, number sense)

Clarifications/Rationale

Classroom environment:

The PreK classroom should provide a comfortable transition from home to school. A **cozy area** is a place where children can relax away from more active play, such as a comfortable reading area; softness includes puppets, cushions, pillows, etc.

Family culture can be represented by items familiar to children present in dramatic play, family photos, favorite books or tapes of songs from home, etc.

Learning centers must include at a minimum class library, writing, math, dramatic play, art, blocks, science/sensory, manipulatives. Computer centers are optional, and children must be limited to 15 minutes at a time, no more than 30 minutes per week.

Realia:

Teacher uses actual items instead of photos or models whenever possible.

Transitions:

Rather than having children wait silently in line, teachers use this time for counting and phonological awareness activities including rhymes, songs, etc. to keep children engaged.

Teacher's role: Accepts independent attempts

Rather than correcting children's work or doing it for them to produce a product, teachers encourage children to complete projects by their own efforts.

Teacher language: Expansion

Teachers model slightly more complex language than that used by a child, for example if a child points and says "Truck", the teacher might say, "Yes, that is a big red fire truck."

Literacy: Informal reading to individual children or a small group occurs daily; should include non-fiction books (Must be documented)

Dictation involves writing down children's comments for them to see on art work, class charts, class books, etc.

New Mexico PreK Consultants' Guide 2013-14

Table of Contents

Overview and Training and Technical Assistance Definitions.....	Page 3
NM PreK Approach.....	Page 4
Identification of Roles.....	Page 4
Focus for NM PreK Consultants.....	Page 5
Safety Guidelines.....	Page 6
Six Primary Components of NM PreK Consultant Responsibilities.....	Page 7
Component #1: Communication with NM PreK Teachers, Educational Assistants and Internal Support Staff.....	Page 8
Component #2: Program Visitation.....	Page 9
Component #3: Communication with the NM PreK Administrator, NM PreK Consultants' Supervisor and State Monitors.....	Page 15
Component #4: Participation in and Delivery of Standardized NM PreK Training Sessions	Page 17
Component #5: Participate in ERS (ECERS-R, ECERS-E) Training and Support Continuous Program Improvement.....	Page 17
Component #6: Participate in the Consultant Community of Learners.....	Page 18
 APPENDIX A: Source Information for NM PreK Consultants Documents	
APPENDIX B: New Mexico PreK Curriculum Policy Brief	
APPENDIX C: Descriptions of Consultant Forms and Reports	
APPENDIX D: Suggested Resources to Bring to Classroom Visits	
APPENDIX E: Sample, Completed Classroom Visitation Reports (4)	
APPENDIX F: Portfolio Coaching Process	
APPENDIX G: Sample, Completed Portfolio Coaching Records (4)	

APPENDIX H: Sample, Completed Accountability Report (1)

APPENDIX I: Sample, Administrator(s)/Consultant Meeting Reports (2)

APPENDIX J: New Mexico PreK Staff Contact Information Sheet

New Mexico PreK Consultants’ Guide 2013-14

Overview

This procedural guide is intended to be used by NM PreK Consultants in conjunction with the NM PreK Program Standards, NM Early Learning Guidelines, the NM PreK Observational Assessment Tool, the NM PreK Curriculum Policy Brief, ECERS-R and ECERS-E tools, and UNM Business Policies and Procedures Manual.¹

Training and Technical Assistance Definitions in NM PreK

The National Association for the Education of Young Children (NAEYC) Public Policy Report (2012) presents information and recommendations on how technical assistance professionals can best support teachers and programs in state early childhood professional development systems. This report recommends, among other things, the use of common terminology when referring to the types of technical support provided. Currently, NM PreK uses the terms “training,” “consultation” and “coaching” to refer to the support provided in NM PreK classrooms by NM PreK Training and Development Consultants. The NAEYC and National Association of Child Care Resource and Referral Agencies (NACCRRA) Early Childhood Education Professional Development: Training and Technical Assistance Glossary (2011) defines the technical assistance terms Training, Consultation and Coaching as noted below.

Training is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program (2011, p.7)

Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern, a program-/ organizational-, staff-/ , or child-/family- related issue- or addresses a specific topic (2011, p.12).

Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than that of the recipient(s). Coaching is designed to build specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group (2011, p.11).

New Mexico PreK has adopted these definitions to clarify the multifaceted role of NM PreK Consultants who provide technical assistance that includes training, consultation, and coaching. These three types of technical assistance are characterized by relationships, respect, and reflective practice as outlined in the NM PreK Program Curriculum Policy Brief (2012, p.1).

¹ See Appendix A for Source Information for NM PreK Consultants Documents.

The New Mexico PreK Consultation/Coaching Approach

Training: New Mexico PreK Consultants deliver training on The Individualizing & Curriculum Planning Process and NM PreK Assessment Tool to groups of NM PreK teachers and administrators across the state. There are currently two training tracks in NM PreK:

1. An Introduction to the NM PreK Observational Assessment Tool: NM PreK Training for First Year PreK Staff.
2. Linking Individualized Documentation to Curriculum Planning for Returning NM PreK Staff.

These large group trainings set the content foundation for NM PreK Consultants' work with NM PreK teachers in their classrooms.

Consultation: New Mexico PreK Consultants bring their expertise in developmentally appropriate early childhood practice and, specifically, their knowledge of the components of the NM PreK Authentic Curriculum and Assessment Process, to their partnership with NM PreK teachers and administrators. Consultation takes place to ensure that programs fully understand the purpose and components of NM PreK. Challenges with the implementation of NM PreK components are approached collaboratively with the shared goal of positive child learning outcomes and successful implementation of the tools used in NM PreK. As early childhood and NM PreK experts, NM PreK Consultants work with programs to provide focused, quality, developmentally-appropriate early childhood education services to enrolled children and their families.

Coaching: Coaching comes into play when NM PreK Consultants have established a deeper working relationship with NM PreK teachers. Coaching includes reflective practice on the part of both teacher and consultant. Through classroom observation, NM PreK Consultants gain knowledge of teachers' skills, preferences and strengths. Consultants reflect on this knowledge in order to formulate individualized coaching plans. Coaching plans are put into practice and are continuously reflected upon by consultants and teachers and revised as needed. This process mirrors The NM PreK Authentic Curriculum and Assessment Process that NM PreK teachers use to meet the individual needs of children in their classrooms (see diagram on page 6). Coaching in NM PreK aims to encourage teachers to identify their own strengths and areas for growth and to set their own goals. The principles of adult learning are integral to the coaching process (Hine, 2004). Adults' experiences and their readiness and desire to learn skills for immediate application to their work guide the coaching process. These same principles lead to sustainable, self-directed quality practices in the NM PreK classroom.

Identification of Roles

The role of the NM PreK Consultant differs from the role of the NM PreK State Monitor in the following ways:

- The primary role of the consultants is to provide technical assistance and support for continuous program improvement and implementation of The NM PreK Authentic Curriculum and Assessment Process.

- The primary role of the State Monitor is to check for contract compliance and, to the degree possible, progress toward meeting program standards.

The NM PreK Program Standards will be a reference tool for both NM PreK Consultants and State Monitor. Consultants should be familiar with these standards so that if they see a blatant violation they know to contact the appropriate State Monitor. Consultants can ask if the program has a copy of the standards— but they do not coach or train on these standards with the teachers (and/or assistants). If a teacher questions why a consultant is recommending something, the consultant can reply: “This recommendation is related to Developmentally Appropriate Practice (DAP), NM Best Practices, and is reflected in your program standards”.

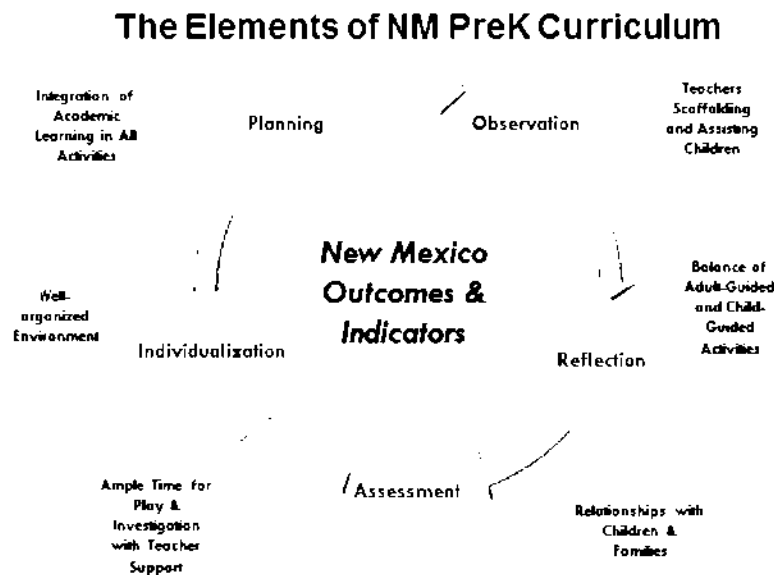
In addition, NM PreK Consultants are not in the role of supervisor of the NM PreK teacher and/or educational assistant. They are to play a non-evaluative, supportive role about general classroom practices related to the implementation of The NM PreK Authentic Curriculum and Assessment Process and NM PreK Assessment Tool. They are not to give consultation about individual children, but rather should refer the teacher to his or her supervisor for guidance. Nor are they to get involved in issues between a teacher (and/or assistant) and his or her supervisor. If a teacher/assistant raises such concerns, consultants need to say: “My role is to support you in your classroom implementation – you should talk with your NM PreK administrator”. If a supervisor asks the consultant to give evaluative feedback of a teacher’s (and/or assistant’s) performance, consultants need to say: “My role is to offer technical assistance and support, not to evaluate job performance”. Any uncertainty regarding aspects of the NM PreK Consultant role should be discussed with the consultant’s supervisors.

Focus for NM PreK Consultants

The following key points will be the focus for all communication and technical support provided by NM PreK Consultants:

1. All teaching and assessment practices in NM PreK programs should be beneficial for preschool children, enhancing their growth and development.
2. Preschool children have unique learning styles, interests and needs that differ from those of older children. In addition, each child has unique characteristics as a learner.
3. A positive relationship between teachers, children and families is an essential component for children’s success in NM PreK. Teachers are sensitive to cultural and linguistic differences among children and families.
4. NM PreK teachers are intentional in planning the curriculum and integrating observational assessment practices within a rich, play-based environment.
5. The NM Early Learning Guidelines (ELG’s) provide reasonable, evidence-based expectations for preschool children and are at the heart of curriculum and assessment in NM PreK classrooms.

The following graphic illustrates the Elements of NM PreK Curriculum that are emphasized as teachers engage in The NM PreK Authentic Curriculum and Assessment Process.



NM PreK Consultants will focus their efforts on promoting teacher success in implementing The NM PreK Authentic Curriculum and Assessment Process and addressing the elements of NM PreK Curriculum.²

A consultant's first visit to the NM PreK program should be arranged through the program's NM PreK administrator. The purpose of this visit is for the consultant to introduce him or herself and to explain his or her role. The consultant's focus should be on building rapport with the teachers and familiarizing themselves with the structure of the program.

Safety Guidelines

Unsafe or Harmful Practices Observed

It is the responsibility of the NM PreK teachers, internal support staff, and the NM PreK Consultant in the presence of the children to actively help when there is an unsafe or harmful situation. It is the responsibility of each consultant to report any serious, unsafe or harmful practices where the safety of a child is a concern. The consultant will bring this to the attention of the teacher, administrator, and the Consultant Program Manager. If the concern is serious then the consultant will communicate immediately with the Consultant Program Manager, State Monitor, and/or other state agencies regarding the health and safety of a child. Consultants will contact CYFD's Statewide Central Intake number at 1-800-797-3260 if there is a suspicion of child maltreatment.

² See Appendix B for New Mexico NM PreK Curriculum Brief.

Photo Release and Camera Use

Consultants wishing to document classroom activities, classroom environment, displays, etc. through the use of photos, must first receive approval from the classroom teacher and site administrator. If photos are taken of the children, the consultant must confirm with the classroom teacher and administrator to ensure that there is a current photo release signed by the child's guardian.

Six Primary Components of NM PreK Consultant Responsibilities Leading to Continuous Program Improvement

Six primary components of the responsibilities for NM PreK Consultants have been identified. The six components are:

#1: Communicate via email, telephone and during on-site visits with NM PreK Teachers, Educational Assistants and internal Support Staff to schedule regular classroom visits, provide support and feedback and answer questions related to NM PreK assessment and curriculum.

#2: Conduct regularly scheduled classroom visits to respectfully observe in the classroom and provide technical support to NM PreK Teachers, Educational Assistants and internal Support Staff related to the NM PreK Observational Assessment Tool and The NM PreK Authentic Curriculum and Assessment Process.

#3: Communicate with the NM PreK Administrator, NM PreK Consultants' Supervisors and State Monitors about the status of portfolio accountability, classroom observations, positive celebrations, and suggested recommendations for continuous program improvement in The NM PreK Authentic Curriculum and Assessment Process; questions raised by the NM PreK Teacher or Educational Assistant; and any serious, unsafe or harmful practices observed.

#4: Participate in Train the Trainer sessions about the NM PreK Observational Assessment Tool and The NM PreK Authentic Curriculum and Assessment Process to build content knowledge and staff development skills and **deliver approved training sessions** about the aforementioned topics to NM PreK teachers regionally around the state.

#5: Participate in ERS (ECERS-R, ECERS-E) Training to support continuous program improvement and **deliver approved training sessions** about the aforementioned topics to NM PreK teachers around the state.

#6: Participate in the Consultant Community of Learners to support one another, engage in reflective practice, and continue to grow as an early childhood professional.

Component #1: Communication with NM PreK Teachers, Educational Assistants and Internal Support Staff

The teacher/consultant relationship shall be respectful, helpful and supportive so that teachers and educational assistants are free to take risks, try new approaches, and ask questions. Each party (Consultant, Teacher, Educational Assistant and NM PreK Administrator) recognizes that the consultant's role is non-evaluative; it is supportive in nature, creating room for collaborative dialogue and a reflective practice. The consultant and teachers are learning and growing together.

The consultant's role is based upon open and on-going communication leading to a professional working relationship with each teacher, educational assistant and NM PreK administrator. This communication takes place in the following ways:

- Formal communication: Roles and Responsibilities for On-Site Support, NM PreK Classroom Information Sheet, NM PreK Staff Contact Information Sheet, Consultant Classroom Visitation Report, Portfolio Coaching Records and Accountability Reviews, Consultant Reschedule Report, and Administrator/Consultant Meeting Report forms.³
- Informal communication: email/fax/mail correspondence (Cc the Consultant Program Manager on email correspondence), conversations by telephone and in person during on-site visits, at training sessions and at meetings.

It is important for NM PreK Consultants to consider the following components of the consultant/teacher relationship:

- The value in the consultation relationship is seen by all parties.
- Reasonable expectations are clearly established between consultant and teacher.
- Goals related to The NM PreK Authentic Curriculum and Assessment Process are identified, as are steps to achieve the goals.
- On-going attention is paid by the consultant to the success and quality of the communication process.
- If problems develop with the relationship, appropriate steps are taken involving the NM PreK Administrator and the consultants' supervisors at UNM CE (see Component 3, Communication with the Consultant Program Manager).

Initial Contact/Meeting with Administrator, Teacher, and Educational Assistant (should be arranged through the program's NM PreK administrator):

- Review and sign the Roles and Responsibilities for On-Site Support document.
- Fill out Consultant/Administrator Meeting Report.
- Fill out NM PreK Classroom Information Sheet and **submit to appropriate state staff** in the beginning of the program year.
- Give the teachers a completed NM PreK Support Staff Contact Form.
- Obtain a copy of NM PreK schedule/ program calendar.

³ See Appendix C for descriptions of all of these forms.

- Discuss the schedule of visits, coaching sessions, and trainings.
- Share information about the consultant role.
- Review Consultant Classroom Visitation Report.
- Review NM PreK Lesson Plan and NM PreK Curriculum Policy Brief.
- Review NM PreK Observational Assessment Tool.
- Review NM PreK Calendar of Implementation.
- Ask for a tour of the school/ program.

Component #2: Program Visitation

NM PreK Consultants will conduct on site visits to NM PreK programs for four different purposes (Classroom Visits, Portfolio Coaching Visits, Portfolio Accountability Visits and Administrator/ Consultant Meetings). In their efforts to help teachers connect documentation to classroom practices, consultants may find it necessary and helpful to conduct Classroom Visits and Portfolio Coaching Visits on the same day.

NM PreK Consultants will conduct a minimum of 3 Classroom Visits per semester to respectfully observe in the classroom without being intrusive. Consultants will let teachers know when to expect them and what the focus of the visit will be (classroom observation and/or portfolio coaching or portfolio accountability review). The purpose of classroom visitation is for NM PreK consultants to **provide technical support** to NM PreK teachers, educational assistants and internal support staff related to the NM PreK Observational Assessment Tool and The NM PreK Authentic Curriculum and Assessment Process. This may include modeling or demonstrating effective observational techniques and documentation processes as well as showing how to provide a stimulating learning environment and use curricular strategies that support the early learning indicators and developmentally appropriate practices...

Consultants do everything possible to be non-intrusive during the classroom visit. They are sensitive to the potential disruption their presence may cause in the classroom. They introduce themselves to the children, demonstrate respect for the leadership of the teacher and assistant with the children, and obtain permission from the teachers before modeling techniques and strategies related to The NM PreK Authentic Curriculum and Assessment Process while with the children.

At specifically identified classroom visits, consultants review the portfolio collections for NM PreK students:

1. **Twice a year (on or after November 15th and May 1st); they do so to determine accountability** to the requirements of NM PreK (teaching teams are responsible for documenting 4 portfolio forms for each child).
2. **At other classroom visits they do so to determine any needs for coaching or clarification** in the assessment process (at least twice in each collection period).

Consultants meet for a minimum of 30 minutes with the NM PreK teacher and the educational assistant (may be done separately or together) **on every classroom visit** to review the NM PreK Consultant's classroom observations, discuss implementation of the Observational Assessment Tool and The NM PreK Authentic Curriculum and Assessment Process, and to discuss the NM PreK Consultant's review of portfolio collections.

***Components of Classroom Visits**

- Shall be a minimum of 3 hours in length per classroom (unless it is jointly determined by the consultant, State Monitor, and consultants’ supervisors that another classroom would benefit from receiving more direct consultation support in which case the number of hours spent in the agreed upon classroom may be fewer than 3).
- May occur more frequently for *new* NM PreK teachers than for returning teachers (with all classrooms receiving at least the minimum number of visits required).
- Each classroom visit will include classroom observation and discussion.
- Each classroom visit will include coaching on lesson planning, environment and curriculum.
- At least two classroom visits will focus on portfolio coaching sessions before each of the Portfolio Accountability Reviews (on or after Nov. 15th and May 1st).
- Each visit shall include ½ hour minimum of meeting time with the NM PreK teacher (and/or assistant) outside of the classroom (no children present – no supervision of children necessary). At this time, the NM PreK Consultant Classroom Visitation Report will be discussed with the teacher, adding teacher comments and questions as they occur. Make or send a copy of the reports to the teachers, administrator, appropriate state staff, and consultants’ supervisors.
- At each visit consultants may share a variety of approved NM PreK resources.⁴

The NM PreK Consultant Classroom Visitation Report

The NM PreK Consultant Classroom Visitation Report⁵ identifies specific aspects on which the consultant will focus when observing in the classroom and meeting with the NM PreK teacher and/or assistant. Throughout the observation and discussion, the consultant identifies positive aspects to recognize and celebrate with the NM PreK teacher and/or assistant. In addition, s/he notes where the expectations for NM PreK are not being met and provides recommendations to address these concerns. These recommendations are written and discussed in a straightforward and encouraging way. Clear steps for making changes are set through a reflective process including input from both the classroom teachers and the consultant and are documented on the form. This is an individualized process but will always include goals or progress related to The NM PreK Authentic Curriculum and Assessment Process and the NM PreK Observational Assessment Tool.

The Consultant Classroom Visitation Report begins with a section to identify “Ongoing Classroom Goals” and the “Focus of Today’s Visit” as were identified in the last classroom visit. This assures that consultants and teachers work together to identify such goals and then refer to them in their next visit together. In this way, progress and change can be addressed and recorded. In addition, consultants use this area to document any resources that were shared during the visit.

The Classroom Observation section of the report addresses the following and includes space for teacher feedback:

- ENVIRONMENT (both indoor and outdoor, well-organized, accessible materials, reflects children’s interests and work).

⁴See Appendix D for list of suggested resources to bring to classroom visits.

⁵ See Appendix E for sample completed Classroom Visitation Reports.

- PLAY AND EXPLORATION IN LEARNING AREAS (varied opportunities, ample time, teacher support).
- CHILD ENGAGEMENT (active participation in experiences, focus on tasks and play, positive interactions with peers).
- TEACHER-CHILD INTERACTIONS (facilitating positive relationships, warm tone of voice, listening and acknowledging nonverbal cues, individualizing, asking questions, challenging thinking).
- LARGE AND/OR SMALL GROUP ACTIVITIES (varied opportunities, interesting content, appropriate length).
- LITERACY AND LANGUAGE EXPERIENCES (promote learning related to the Essential Indicators, quality children's literature, informal and planned reading experiences, print props and literacy extensions throughout room, morning message, songs and games that promote phonemic awareness, rich vocabulary, and utilizing home language).
- MEALS, TRANSITIONS, OUTDOORS, AND/OR FAMILY INVOLVEMENT (promote learning related to Essential Indicators and build partnerships with families).
- EVIDENCE OF OBSERVATION AND DOCUMENTATION RELATED TO THE ESSENTIAL INDICATORS (posted and changing EI's in learning areas; teachers observing and documenting notes, portfolios, review of anecdotal notes and quick check documentation).
- REVIEW OF LESSON PLAN (related to the 23 Essential Indicators and Rubrics, posted, reflecting current practice, showing children's interests).
- DISCUSSION OF OBSERVATION AND DOCUMENTATION STRATEGIES (related to the 23 Essential Indicators, Rubrics, Calendar of Implementation, and Lesson Plan).
- REVIEW OF PORTFOLIO ITEMS (review of completed portfolios and ties to lesson plan).
- NEW THINKING FROM OUR CONVERSATION (or requested resources).
- NEXT STEPS/GOALS FOR FOLLOW-UP AT NEXT CLASSROOM VISIT.

The next visit is scheduled and the date is recorded. Both teacher (and/or assistant) and the consultant sign the form and a copy is left with the teachers at the site or emailed if requested.

Included on the form is one remaining section that the consultant may choose to complete after the classroom visit. As s/he reflects on the classroom observation and discussion, other celebrations and recommendations may come to mind. If so, the following section is filled out and shared with the teacher in whatever delivery method is appropriate. This section is optional and completed at the consultant's discretion.

- POST VISIT REFLECTIONS (to be shared with the teacher via email, fax or mail)

Every Classroom Visit (with a minimum of 3 classroom visits per semester):

- Call to confirm the visit 24-48 hours in advance.
 - Remind the teacher of the goals for the visit (selected during previous visit).
 - Notify the teacher of how long the visit will be.
- Upon arrival to the school or center, follow visitor check-in procedures.
- Upon arrival to the classroom, introduce self to the children and staff in the program.
- Review the length and the goals of the visit with the teacher and/or assistant.
- Observe classroom activities, teacher child interaction and classroom environment and complete the appropriate sections of the Consultant Classroom Visitation Report.

- Meet with the teacher (and the educational assistant, if possible) to review and complete the Consultant Classroom Visitation Report (if appropriate, design continuous program improvement plan based on next steps identified on the report about the classroom, not individual children).
- Make or send a copy of the report to the teacher, administrator, appropriate state staff, and consultants' supervisors.
- Complete and send Post Visit Reflections to teacher, administrator, state staff, and consultants' supervisors as appropriate.

The NM PreK Portfolio Coaching Record

The NM PreK Portfolio Coaching Record is used as consultants review portfolios that are documented on the Portfolio Collection Forms. This is conducted as a way to support teachers in making progress toward quality documentation (match, detail, and objectivity), as well as to support them in planning for children and to strengthen their skills in relation to tying observations into ongoing curriculum and assessment.

The portfolio coaching record form begins with a section for the consultant to document general information such as the dates/times, program, teachers, number of children served, total number of samples expected, and whether or not the teacher is a first year NM PreK teacher or returning NM PreK teacher (this should be based off of the lead teacher's status).

Portfolio Coaching Visits (with a minimum of 2 portfolio coaching visits conducted during each collection period):

- Call to confirm the visit 24-48 hours in advance. Remind teachers that ALL completed portfolio documentation needs to be onsite during your visit.
- Review a variety of portfolio documentation using the NM PreK Portfolio Coaching Process.⁶
- Complete the Portfolio Coaching Record.⁷
- Meet with the teacher (and educational assistant, if possible) to discuss the Portfolio Coaching Record and the ways in which portfolios are informing teacher practice in the classroom.
- Return all portfolios to the teacher.
- Make or send copies of the Portfolio Coaching Record to teachers, administrator, appropriate state staff, and consultants' supervisors.

The NM PreK Classroom Portfolio Accountability Report

The NM PreK Classroom Portfolio Accountability Report form is used to determine the total number of portfolio items completed for each child enrolled in a NM PreK classroom. A separate accountability report should be filled out for each NM PreK session and the NM PreK Consultant

⁶ See Appendix F for the NM PreK Portfolio Coaching Process.

⁷ See Appendix G for a sample Portfolio Coaching Records.

should base the "Total # of NM PreK Children Served" and therefore the total number of samples expected on the roster for that class session at the time of the fall and spring submissions (November 15th and May 1st). Rosters are obtained through the NM PreK database. If there are any questions regarding the portfolio/documentation requirements for children who have enrolled late or disenrolled from the program, consultants will refer teachers/administrators to their NM PreK State Monitor for guidance.

Portfolio Accountability Visits (1 time per semester - on or after November 15th and May 1st):

- Call to confirm the visit 24-48 hours in advance. Remind the teachers that ALL portfolios need to be onsite at the time of your visit or they will not be counted.
- Count the portfolio items in each child's folder. Do not read the observations at this time.
- Make note of any **missing** portfolio observations and complete the Classroom Portfolio Accountability Review⁸.
- Meet with the teacher (and educational assistant, if possible) to discuss the Classroom Portfolio Accountability Review.
- Make note of the teacher's (and/or assistant's) explanation for missing portfolio documentations.
- Return the portfolios to the teacher.
- Make or send copies of the NM PreK Classroom Portfolio Accountability Report to the teachers, administrator, appropriate state staff, and consultants' supervisors.

The Administrator(s)/Consultant Meeting Report

Meeting with the NM PreK Administrator (with a minimum of 1 meeting per semester):

NM PreK consultants are to schedule meetings with the NM PreK administrator(s) for each program served on an as-needed-basis, but must include at least two meetings during the program year. Each semester must include at least one administrator meeting. The purpose of these meetings is to acquire a signature on the Roles and Responsibilities document, to review classroom observations, positive celebrations, portfolio collection processes, and to designate appropriate "Next Steps" for continuous program improvement. It is important that the consultant review his or her role as non-evaluative, providing technical assistance and support related to The NM PreK Authentic Curriculum and Assessment Process and the NM PreK Observational Assessment Tool. The Administrator(s)/Consultant Meeting Report⁹ can serve as the agenda and should be completed as the discussion progresses. The consultant makes or sends copies of the report to the administrator(s), appropriate state staff, and the consultants' supervisors.

The NM PreK Consultant Reschedule Report

NM PreK Consultants use the reschedule report to document visits that did not occur. Follow-up goals and a summary of correspondence and reason for cancelation are documented. Although

⁸ See Appendix H for a sample Accountability Report

⁹ See Appendix I for sample Administrator(s)/Consultant Meeting Report forms.

consultants document the reason for the cancelation, they are sensitive to the potentially confidential nature of some reasons and use their professional judgment regarding what to document. The consultant makes or sends copies of the report to the teachers, administrator(s), appropriate state staff, and the consultant's supervisors.

Files: Storage, Naming, and Submission

Maintaining Files for Classrooms

Each consultant maintains files for each of his/her NM PreK classrooms. This may include but is not limited to electronic and/or hard copies of the following: original Roles and Responsibilities document (copy provided to the NM PreK program administrator(s) and teachers), NM PreK Classroom Information Sheet, NM PreK Staff Information Sheet, NM PreK Consultant Classroom Visitation Reports, NM PreK Portfolio Coaching Records, NM PreK Classroom Portfolio Accountability Reports, Administrator(s)/Consultant Meeting Report, NM PreK Consultant Reschedule Reports, resources shared with teaching staff, classroom checklists, ECERS-R scoring summaries, lesson plans, etc. These files must be accessible at the request of the Consultant Program Manager, Senior Program Manager, Operations Director and/or state staff.

Naming of Documents and Timeline for Submission

Reports are named using a specific system so that documents can immediately be retrieved when a search is performed. All reports need to be submitted within three business days of the visit with the exception of the Reschedule Report which is only submitted if the visit does not occur within three business days of the original visit date. It is the responsibility of the NM PreK Consultant to assure accuracy and confidentiality of program information and submit written reports as required.

Report codes should be used as follows:

Classroom Visit: CV

Coaching Record: CR

Accountability Report: AR

Administrator Meeting: Admin-Mtg

Reschedule Report: Reschedule

Post Visit Reflection: PostVisit

Classroom Information Sheet: Contact

Naming System should be used as follows:

Date_DocumentType_SiteName_LeadTeacher'sLastName

Examples of Report Names:

2011-01-06_CV_ABCChildCare_Martinez

2011-01-06_CR_ABCChildCare_Martinez

2011-01-06_AR_ABCChildCare_Martinez

2011-01-06_Admin-Mtg_ABCChildCare
2011-01-06_CV_ABCChildCare_Martinez_PostVisit
2011-01-06_Reschedule_ABCChildCare_Martinez
2011-01-06_Contact_ABCChildCare_Martinez

Component #3: Communication with the NM PreK Administrator, NM PreK Consultants’ Supervisors and State Monitors

NM PreK Consultants will communicate with the NM PreK Administrator, NM PreK Consultants’ Supervisors and State Monitors about the following topics:

- The status of portfolio accountability.
- Positive observations and suggested recommendations for continuous program improvements in The Individualizing & Curriculum Planning Process. This includes implementation of NM PreK expectations for both assessment and curricular strategies including general progress and other appropriate issues that may arise.
- Questions raised by the NM PreK teacher, educational assistant or administrator(s). NM PreK Consultants can refer to the NM PreK Staff Contact Information Sheet for information on who to contact with specific questions.¹⁰
- Any serious, unsafe or harmful practices where the safety of a child is a concern.

Protocol for Communication with the Above Stated Individuals

A goal for NM PreK is for all involved to develop quality relationships and collaboration to promote the successful implementation of the NM PreK program. In order to meet this goal, communication between NM PreK Consultants, Consultants’ Supervisors and State Monitors will encompass the following:

- NM PreK State Monitors have access to all visit reports submitted by consultants; however consultants will notify monitors in the body of the email or by phone with urgent contract compliance concerns or if particular attention should be paid to any area of the classroom visitation report.
- Monitors will contact the Consultant Program Manager or the consultants directly for clarification of information reported and will notify consultants if they have recommended to a program that they work with the consultant to achieve a specific goal.
- Monitors may attend and may facilitate consultant meetings and trainings.
- The Consultant Program Manager and Senior Program Manager will be email carbon copied (Cc'd) on all email correspondence between State Monitors and consultants.
- If at any time a consultant has a concern or is experiencing a challenge in contacting a site, scheduling visits, or if an exception to the minimum number of visits required per semester needs to be granted, the consultant will first contact the Consultant Program Manager and then that information will be conveyed to the appropriate State Monitor.

¹⁰See Appendix J for information on who to contact with specific questions.

Communication with NM PreK Administrators

The consultant role should be clear to the administrator and support staff as is outlined in the Roles and Responsibilities document and should be revisited during every Administrator(s)/Consultant Meeting or as is needed.

- Consultants may participate in program meetings, district meetings, and trainings as needed and when invited.
- Consultants will not address issues outside of the consultant role, referring administrator questions to the proper resources: NM CYFD/PED personnel, UNM CE staff, etc.

Communication with the Consultant Program Manager

The manager/consultant relationship has both formal and informal communication elements.

- Formal Communication: report forms, monthly reporting (visit calendar, time tracker, UNM documents), Roles and Responsibilities document, meetings, trainings, email, etc.
- Informal Communication: email, phone calls, in person conversation, etc.

Consultants will schedule a monthly meeting with the Consultant Program Manager by phone or in person to discuss updates, concerns, and progress. All other forms of communication will take place as needed.

Consultants will notify the Consultant Program Manager immediately if an urgent concern is identified or if a question arises that they cannot answer while working with a program. If the question is outside of the consultant role, programs will be advised to contact their monitor directly. If there is any uncertainty as to who should address/answer the question, consultants will contact the Consultant Program Manager, Senior Program Manager, or Operations Director.

Request for a Change of Consultant/Conflict Resolution

If a conflict should arise between the consultant and NM PreK site, the Consultant Program Manager and consultant will communicate with each other immediately. A meeting will be arranged with the administrator(s)/teachers, consultant, and the Consultant Program Manager to discuss the conflict and the conflict-resolution process will be implemented. If necessary, other members of the NM PreK team will be identified and included in the problem solving process.

A request for a change of consultant may be made by a NM PreK administrator or teacher, a consultant, or a State Monitor. Requests must be submitted in writing to the Consultant Program Manager, however all parties will be asked to provide their perspective on the situation in writing (consultant, administrator, teacher, monitor). This request should include detailed information regarding the reason for the request. Ultimately, a request for a change of consultant will be granted or denied by the consultants' supervisors. A request will be granted if some or all of the following criteria are met:

- An unsuccessful attempt at conflict-resolution.
- An identifiable conflict of interest.
- UNM CE staff has determined that it is not a good match.

Conflict Resolution Steps:

1. State the problem. Listen to each other and acknowledge the points being raised (keep the communication at a professional level).
2. Restate the issues being raised.
3. All members of the meeting offer possible solutions and reflections on how to avoid this in the future.
4. Clearly defined solutions are agreed upon by all and a continuous program improvement plan is created.
5. Evaluate the continuous program improvement plan after a specified period of time.
6. If there is need for clarity, begin the resolution process again.
7. If no progress has been made after the specified period of time, UNM CE staff will review the situation again.

Component #4: Participation in and Delivery of Standardized NM PreK Training Sessions

Any training provided must be tied to The NM PreK Authentic Curriculum and Assessment Process, NM PreK Assessment Tool, NM Early Learning Guidelines (ELG's), and the NM PreK CD-ROM. Training agendas, content and resources must be approved by the NM PreK Leadership Team. No other topics are to be addressed in training sessions.

If a teacher or educational assistant misses training, consultants should work with the consultants' supervisors to see if arrangements can be made for attendance at an upcoming training elsewhere in the state. If this is not possible, and as long as consultants have time, they can assist the teacher in understanding the content of the training and refer him or her to the NM PreK CD-ROM.

Component #5: Participate in ERS (ECERS-R, ECERS-E) Training and support Continuous Program Improvement

Some consultants will work with the New Mexico Environment Rating Scales Anchor or Level 1-Lead to become inter-rater reliable. The main goal of this process is to understand and implement pedagogical strategies which enable learning to take place and how the instruments connect early childhood best practice to positive child learning outcomes.

Any training provided must be tied to the approved ECERS-R/E training. Training agendas, content, and resources must be approved by the NM PreK Leadership Team. No other topics are to be addressed in training sessions.

Directive for attendance of ERS trainings will be made by CYFD and PED staff. Consultants will work with programs to ensure their understanding of these attendance requirements. If a teacher or educational assistant misses a training, consultants should work with the consultants'

supervisors to see if arrangements can be made for attendance at an upcoming training elsewhere in the state. If this is not possible, and as long as consultants have time, they can assist the teacher in understanding the content of the training...

Component #6: Participate in the Consultant Community of Learners

NM PreK Consultants engage in regular discussion and reflection with one another in an effort to support their work and continual growth as early childhood technical assistance professionals...

- Consultants work together to provide a consistent message, determined by the NM PreK Leadership Team, regarding Developmentally Appropriate Practice, The NM PreK Authentic Curriculum and Assessment Process, lesson planning, appropriate early childhood learning environments, and NM Best Practice.
- Communication between consultants takes place during meetings, trainings, conference calls, professional conferences, and informally as needed.
- Consultants are positive in their communication and maintain confidentiality when sharing information about NM PreK programs.
- Consultants support and demonstrate professionalism as is represented in the NAEYC Code of Ethical Conduct & Statement of Commitment (2011).

CYFD

(b)(6)

New Mexico



Invest A Little
Get A Lot

Annual Report

School Year 2012–2013
December 2013

Yolanda Berumen-Deines
Children Youth and Families Department
Cabinet Secretary

Hanna Skandera
Secretary of Education



The State of New Mexico

New Mexico PreK Program
Annual Report
For School Year 2012–2013
December 2013

Susana Martinez
Governor

Yolanda Berumen-Deines
Children, Youth and Families Department
Cabinet Secretary

Hanna Skandera
Secretary of Education

Required Notice

The contents of this document were developed under a grant from the U.S. Department of Education (USDOE). However, the contents do not necessarily represent the policy of the USDOE, and should not be regarded as an endorsement by the Federal Government.

Copyright Notice

This report is copyright free, so no permission is needed to cite or reproduce it for **non-profit purposes**. If material from it is included in another **non-profit** publication, cite as follows:

New Mexico PreK Program Annual Report for the School Year 2012-2013 (December 2013) published by the Public Education Department and the Children, Youth and Families Department.

Notes

This document is available at

- www.ped.state.nm.us. Click on the A–Z directory to locate it under "Early Childhood Education."
- www.cyfd.org/prek
- www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsPolicy

Acknowledgements

The Secretary of Education and the Secretary of Children Youth and Families Department thanks the following individuals for their contributions to this report:

Monica Archuleta, NM PreK Specialist, Office of Child Development, Children, Youth and Families Department

Kathi Carroll, Senior Program Manager, Early Childhood Services Center-New Mexico Kids Network Office

Dan Haggard, Deputy Director, Children, Youth and Families Department, Early Childhood Services

Susie Kantz, NM PreK Consultant Early Childhood Services Center- New Mexico Kids Network Office

Brenda Kofahl, PreK Program Specialist and Data Coordinator, New Mexico Public Education Department

Leighann Lenti, Director of Policy, New Mexico Public Education Department

Annaliese Mayette, Senior Statistician, NM Kids IT Services

Judith Paiz, New Mexico PreK Program Manager, Office of Child Development, Children, Youth and Families Department

Alejandra Rebolledo-Rea, Bureau Chief, Office of Child Development, Children, Youth and Families Department

Dan Ritchey, Program Director, T.E.A.C.H. Early Childhood[®] New Mexico

Josephine Salas, New Mexico PreK Specialist, Office of Child Development, Children, Youth and Families Department

Pam Sellers, Program Operations Director, NM Kids IT Services, University of New Mexico, Continuing Education

Eleana Shair, Program Coordinator, NM Kids IT Services, University of New Mexico, Continuing Education

Sarah Simms, NM PreK Consultant Program Manager, Early Childhood Services Center - New Mexico Kids Network Office

Raymond Vigil, Management Analyst, Early Childhood Services, Children, Youth and Families Department

Melinda Webster, Literacy Program Director, New Mexico Public Education Department

Ann Zuni, PreK Program Manager, New Mexico Public Education Department

Table of Contents

Acknowledgements	3
Executive Summary.....	5
Introduction.....	6
PreK Program Facts and Accomplishments	7
Statutory Requirements.....	9
Detailed Report.....	10
New Mexico Early Childhood Investment Zones	10
2012–2013 NM School Districts Served by CYFD and PED	11
Demographic Description	12
Fall–Spring Comparison SY 2012–2013 PED and CYFD*	17
CYFD and PED NM PreK Ethnicity Data for SY 2012–2013	21
Education Level of NM PreK Lead Teachers	22
NM PreK Consultation and Support	24
NM PreK and T.E.A.C.H. ®	25
Core New Mexico PreK Program Standards: School Year 2012–2013.....	26
Capital Outlay—Start-up and Safety.....	29
Trends and New Mexico PreK Access.....	31
New Mexico’s PreK Quality Standards Checklist *	32
Conclusion—“Growing Our Own”	33
Glossary and Acronyms	34
Appendix A	39
Fall–Spring ELO Comparisons—SY 2013 CYFD Programs*.....	39
Fall–Spring ELO Comparisons—SY2013 PED Programs*.....	43

Executive Summary

The research taken from the PEW Center (2011) shows that high-quality PreK is essential for raising school performance. It multiplies the effects of later reforms by narrowing early achievement gaps and ensuring that children are fully prepared to learn and thrive academically, physically, socially and emotionally.

“Participation in high-quality early education programs not only improves early literacy and math skills, but is also associated with later academic performance in the primary grades and beyond.

Young children who have higher math skills before kindergarten tend to score higher in future reading and math assessments. Other research indicates that those who have the opportunity to develop strong literacy and language skills are more likely to become proficient readers in the primary grades.

Children who attend high-quality PreK programs do better in school from the first day of kindergarten through their postsecondary years. Compared with peers who have not completed PreK, they have higher achievement test scores, they repeat grades far less often, they need less special education, they graduate from high school at substantially higher rates, and they are more likely to attend college.”¹

New Mexico PreK programs highlighted in this report provide the following:

- ✓ Alignment to the transition of the Common Core State Standards (CCSS)
- ✓ Professional Development (PD) which integrates early learning-responsive teaching and learning, inclusive school environments, and developmentally appropriate and culturally relevant curriculum.
- ✓ Meaningful opportunities for Parental Engagement (PE)
- ✓ Implementation of best practices for early childhood education in the following domains as defined in the *New Mexico Early Learning Guidelines*:
 - Early literacy
 - Numeracy
 - Scientific conceptual understandings
 - Approaches to learning
 - Health and well-being
 - Aesthetic creativity
 - Physical development, health, and well-being
 - Self, family, and community

The collaboration between the Children, Youth and Families Department and the Public Education Department, supports New Mexico's mixed-delivery system and provides parent choice.

¹ *Transforming Public Education: Pathway to a PreK–12 Future*, page 8, The PEW Center on the States, September 2011.

Introduction

New Mexico PreK is a voluntary program created by the *Pre-Kindergarten Act of 2005* and jointly administered by the Children Youth and Families Department (CYFD) and the Public Education Department (PED). The purpose of PreK is to ensure that every child in New Mexico has the opportunity to attend a high quality early childhood program before entering kindergarten.

The purpose of *New Mexico PreK* is to accomplish the following:

- 1) Increase access to voluntary, high-quality early education
- 2) Prioritize the enrollment of children without access to high quality programs
- 3) Provide developmentally appropriate activities for NM children
- 4) Focus on school readiness
- 5) Expand early childhood community capacity
- 6) Provide PreK programs based on the comprehensive framework as described in the *NM PreK Program Standards*.
- 7) Support linguistically and culturally appropriate curriculum

Consultation and training is provided to teachers, educational assistants and administrators who work in funded PreK programs statewide. Support is provided to PreK staff for the implementation of an authentic observation, documentation, planning, assessment and curriculum process. The process includes the following:

- *NM Early Learning Guidelines (ELGs)* —The *ELGs* are used to structure the Authentic Observation Documentation Curriculum Planning Process (AODCP) using 23 of the indicators to assess PreK children
- *Authentic Assessment and Curriculum Cycle* — Each PreK teacher uses this cycle which involves planning, observation, reflection, assessment and individualization.
- PreK teachers and administrator training —All PreK teachers and administrators are required to participate in *NM PreK* training.
- PreK Training and Development Consultant Support—All PreK programs receive regular visits from *NM PreK* Consultants who assist teachers and administrators to strengthen practice in the classroom.

The information gathered by teachers using the authentic assessment and curriculum cycle is used to support children at their current developmental level and to plan ways to scaffold them to the next level. PreK teachers carefully plan indoor and outdoor activities based on what children need to learn in the following seven areas:

- Listening, language, reading and writing
- Science
- Counting, shapes, sorting and measuring
- Coordination, hygiene, health and well-being
- Art, music, and movement
- Independence, problem-solving, thinking and perseverance
- Appropriate behavior, social skills and being a part of a group

The following are selected PED PreK program facts and accomplishments for the school year 2012–2013:

- PED received \$10 million to fund PreK programs in school districts and charter schools.
- PED contracted with 28 school districts and charter schools to serve 2,850 children, but actually served 2,824.
- All PreK teachers received full consultant support services this year. These support services were limited to new teachers only in School Year 2011–12, due to budget restraints.
- Two (2) PreK Administrator Meetings/Trainings were provided by PED PreK Staff on September 6–7, 2012 at the Wells Fargo Bank Building in Albuquerque and on March 25, 2013 at the UNM Continuing Education Building in Albuquerque.
- A pre-application workshop was held in Santa Fe on Friday, March 8, 2013, at the New Mexico State Library Building in Santa Fe. This workshop was for school districts, charters schools and RECs that plan to submit an FY2014 application for a new PreK program. PED PreK staff provided guidance and technical assistance on the application process.
- Approximately 243 PED PreK teachers, educational assistants and administrators were provided training on the *New Mexico PreK Child Observational Assessment Tools* and the curriculum cycle in regional trainings. A separate training, the NM PreK Observational Assessment Tool Administrator Training was held for school administrators. 28 PED administrators attended this training in September, 2012 in Albuquerque.
- While all PED PreK teachers are licensed, 63.03% with the PED's PreK program teachers have licenses in early childhood education. PED contracted with New Mexico Association for the Education of Young Children who, through their *T.E.A.C.H.® Program*, provided 86 teacher scholarships to PED PreK teachers and educational assistants to take college courses leading to either Birth to Grade 3 teacher license or an Associate of Arts degree in early childhood education, this school year.
- 90% of the children in PED's PreK programs showed measureable progress overall (average of all domains). Showing measureable progress means any increase from one rubric level to another or maintaining at rubric level 4 or 5, as measured by *New Mexico PreK Child Observational Assessment*.
- 90% of the children in PED's PreK programs showed measureable progress in literacy skills, as measured by *New Mexico PreK Child Observational Assessment*.

The following are selected CYFD PreK program facts and accomplishments for school year 2012–2013.

- CYFD received \$ (b)(4) to fund New Mexico PreK programs.
- CYFD contracted with 39 community-based providers to serve 2,481 children. Types of licensed providers include the following:
 - Child care centers
 - Family child care homes
 - Head Start agencies
 - Municipalities
 - Universities
 - Faith-based child care centers
- A pre-application workshop was held in Santa Fe on May 21, 2013, at the P.E.R.A. Building. The workshop was for private licensed providers that planned to submit an application for a new or expanded NM PreK program. CYFD staff provided guidance and technical assistance on the application process to 55 attendees.
- Approximately 226 CYFD PreK teachers, educational assistants and administrators were provided training on the *New Mexico PreK Child Observational Assessment Tools* and the curriculum cycle in regional trainings. A separate training, the NM PreK Observational Assessment Tool Administrator Training, was held for program administrators. 30 CYFD administrators attended this training on September 28, 2012 in Albuquerque.
- CYFD contracted with New Mexico Association for the Education of Young Children who, through their *T.E.A.C.H.® Program*, provided 138 scholarships to CYFD PreK teachers and educational assistants to take college courses leading to a BA degree in early childhood education, a Birth to Grade 3 teacher license or an Associate of Arts degree in early childhood education, this school year. A total of 769 credit hours were completed by scholarship recipients.
- 91% of the children in CYFD's PreK programs showed measureable progress overall (average of all domains). Showing measureable progress means any increase from one rubric level to another or maintaining at rubric level 4 or 5, as measured by *New Mexico PreK Child Observational Assessment*.
- 92% of the children in CYFD's PreK programs showed measureable progress in literacy skills, as measured by *New Mexico PreK Child Observational Assessment*.

Statutory Requirements

The Pre-Kindergarten Act is a regulatory requirement located in **Section 32A-23-4 NMSA 1978 (being Laws 2005, Chapter 170, Section 5)**. It directs the PED to submit an annual report on the progress of the state's voluntary Pre-Kindergarten program.

32A-23-4. Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research. (2005)

- A. The children, youth and families department and the public education department shall cooperate in the development and implementation of a voluntary program for the provision of pre-kindergarten services throughout the state. The pre-kindergarten program shall address the total developmental needs of preschool children, including physical, cognitive, social and emotional needs, and shall include health care, nutrition, safety and multicultural sensitivity.
- B. The departments shall collaborate on promulgating rules on Pre-Kindergarten services, including state policies and standards and shall review the process for contract awards and for the expenditure and use of contract funds.
- C. The departments shall monitor Pre-Kindergarten contracts to ensure the effectiveness of child-centered, developmentally appropriate practices and outcomes. The departments shall assign staff to work on the development and implementation of the program and on the monitoring of contract awards. The early childhood training and technical assistance programs of the children, youth and families department and assigned staff from the public education department staff shall provide technical assistance to eligible providers.
- D. The departments shall provide an annual report to the governor and the legislature on the progress of the state's voluntary pre-kindergarten program.

(b)(6)



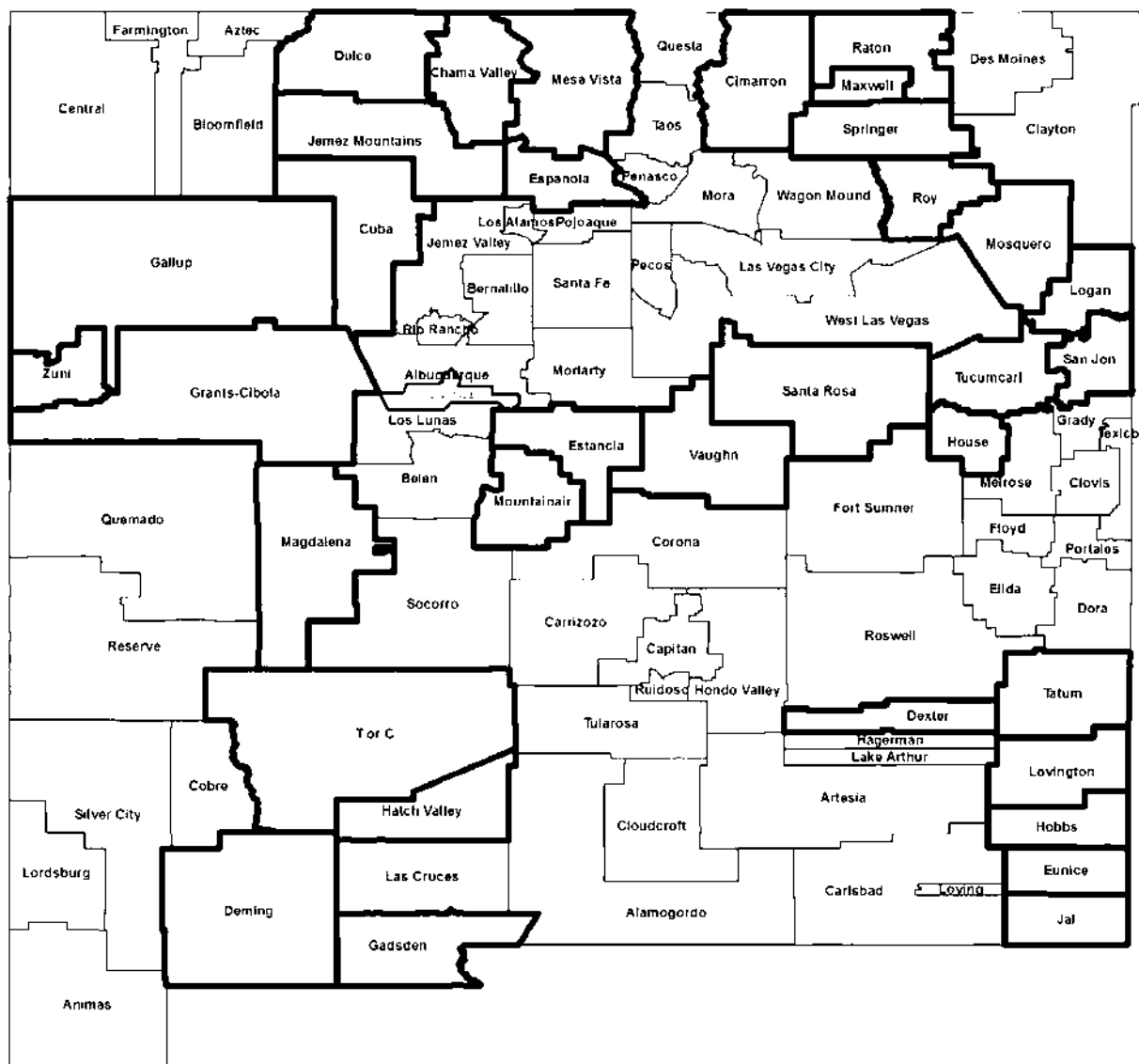
Detailed Report

New Mexico Early Childhood Investment Zones

During 2011–2012, the Children, Youth and Families Department, the Department of Health and the Public Education Department identified both socio-ecological factors and academic factors that indicate higher levels of risk for school success. See the map below for those areas identified as *NM Early Childhood Investment Zones**. Collaborative work will continue to increase access to quality early education programs that can support the likelihood of school and life success. These programs may include home visiting, NM PreK, Head Start, K–3 Plus, early intervention services as well as various family support services. CYFD uses a process of gap analysis to assist in targeting limited funds to areas of high need.

The early childhood investment zones are a collaborative effort of the following New Mexico Department(s):

- New Mexico Children, Youth and Families Department
- New Mexico Department of Health
- New Mexico Public Education Department



CYFD—only*	Both CYFD and PED	PED—only
Alamogordo Public Schools	Albuquerque Public Schools	Bernalillo Public Schools
Belen Consolidated Schools	Deming Public Schools**	Chama Valley Independent Schools**
Carrizozo Municipal Schools	Gadsden Independent School District**	Cobre Consolidated Schools
Espanola Public Schools**	Gallup-McKinley City Schools**	Dexter Consolidated Schools**
Las Cruces Public Schools	Grants-Cibola County Schools**	Dora Municipal Schools (REC-6)
Pojoaque Public Schools	Hobbs Public Schools (REC-7)	Elida Municipal Schools (REC-6)
Ruidoso Municipal Schools	Los Lunas Public Schools	Eunice Municipal Schools (REC-7)**
Santa Rosa Consolidated Schools**	Santa Fe Public Schools	Grady Municipal Schools (REC-6)
Taos Municipal Schools	Truth or Consequences Municipal Schools**	Hatch Valley Public Schools**
Tularosa Municipal Schools	Farmington Municipal Schools	Horizon Academy West Charter School (State Charter)—APS
		Jal Public Schools (REC-7)**
		Jemez Valley Public Schools
		Lovington Municipal Schools**
		Magdalena Municipal Schools**
		Melrose Public Schools
		Mesa Vista Consolidated Schools**
		North Valley Academy Charter (State Charter)—APS
		Pecos Independent Schools
		Red River Valley (State Charter)—Questa Independent Schools
		Rio Rancho Public Schools
		Socorro Consolidated Schools (REC-6)
		Tatum Municipal Schools (REC-7)**
		Tucumcari Public Schools (REC-6)**
		Zuni Public Schools**
10	10	24

*CYFD contracted with private community-based providers within identified school districts.

**Early Childhood Investment Zone School Districts.

Demographic Description

County	PED School Sites	Funded	City	School District, Charter School, or Regional Educational Cooperative (REC)
Bernalillo	Adobe Acres Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Armijo Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Barcelona Elementary School	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Eugene Field Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Helen Cordero / Edward Gonzales Elementary School	120	Albuquerque	Albuquerque Public Schools
Bernalillo	Kit Carson Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Lavaland Elementary	36	Albuquerque	Albuquerque Public Schools
Bernalillo	Los Padillas Elementary	20	Albuquerque	Albuquerque Public Schools
Bernalillo	Navajo Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Pajarito Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Valle Vista Elementary	80	Albuquerque	Albuquerque Public Schools
Sandoval	Algodones Elementary	20	Bernalillo	Bernalillo Public Schools
Sandoval	La Escuelita ECC	68	Bernalillo	Bernalillo Public Schools
San Juan	Kirtland Early Childhood Center	133	Kirtland	Central Consolidated Schools
San Juan	Naschitti Elementary	10	Sheep Springs	Central Consolidated Schools
San Juan	Newcomb Elementary	36	Newcomb	Central Consolidated Schools
San Juan	Nizhoni Elementary	133	Shiprock	Central Consolidated Schools
San Juan	Ojo Amarillo Elementary	38	Fruitland	Central Consolidated Schools
Rio Arriba	Chama Elementary School	10	Tierra Amarillo	Chama Valley Independent Schools
Grant	Cobre PreK at Bayard	60	Bayard	Cobra Consolidated Schools
Luna	Bell Elementary	20	Deming	Deming Public Schools
Luna	Columbus Elementary	30	Deming	Deming Public Schools
Chavez	Dexter Elementary	20	Dexter	Dexter Consolidated Schools
San Juan	Animas Elementary	20	Farmington	Farmington Municipal Schools
San Juan	Apache Elementary	20	Farmington	Farmington Municipal Schools
San Juan	Esperanza Elementary	60	Farmington	Farmington Municipal Schools
Dona Ana	On Track PreK Center—Central (AE Anthony)	90	Anthony	Gadsden Independent Schools
Dona Ana	On Track PreK Center—East (CE Chaparral)	90	Chaparral	Gadsden Independent Schools
Dona Ana	On Track PreK Center—North (La Mesa)	90	La Mesa	Gadsden Independent Schools
Dona Ana	On Track PreK Center—South (GAC Sunland Park)	160	Sunland Park	Gadsden Independent Schools
McKinley	Church Rock Elementary	28	Gallup	Gallup-McKinley County Schools
McKinley	Juan de Oñate Elementary	28	Gallup	Gallup-McKinley County Schools
McKinley	Rocky View Elementary	28	Gallup	Gallup-McKinley County Schools
McKinley	Turpen Elementary	15	Gallup	Gallup-McKinley County Schools
Cibola	Mesa View Elementary	20	Grants	Grants-Cibola School District
Cibola	Milan Elementary	40	Milan	Grants-Cibola School District
Cibola	Mount Taylor Elementary	20	Grants	Grants-Cibola School District

County	PED School Sites	Funded	City	School District, Charter School or Regional Educational Cooperative (REC)
Doña Ana	Hatch Elementary	20	Hatch	Hatch Valley Public Schools
Bernalillo	Horizon Academy West Charter School	40	Albuquerque	Horizon Academy West Charter School
Sandoval	Jemez Valley Elementary School	18	Jemez Pueblo	Jemez Valley Public School District
Valencia	Tome Elementary	40	Los Lunas	Los Lunas Public Schools
Lea	Llano Elementary	50	Lovington	Lovington Municipal Schools
Socorro	Magdalena Elementary	10	Magdalena	Magdalena Municipal Schools
Rio Arriba	El Rito Elementary	18	El Rito	Mesa Vista Consolidated Schools
Bernalillo	North Valley Academy Charter School	40	Los Ranchos de Albuquerque	North Valley Academy Charter School
San Miguel	Pecos Elementary School	40	Pecos	Pecos Independent Schools
Roosevelt	Dora Elementary	6	Dora	REC 6
Roosevelt	Elida Elementary	8	Elida	REC 6
Curry	Grady Elementary	5	Grady	REC 6
Curry	Melrose Elementary	12	Melrose	REC 6
Quay	Tucumcari Elementary	18	Tucumcari	REC 6
Lea	Eunice-Mettie Jordan Elementary	20	Eunice	REC 7
Lea	Booker T. Washington Elementary	79	Hobbs	REC 7
Lea	Jal Elementary	13	Jal	REC 7
Lea	Tatum Elementary	8	Tatum	REC 7
Taos	Red River Charter	10	Questa	Questa Independent Schools
Sandoval	Shining Stars Preschool	240	Rio Rancho	Rio Rancho Public Schools
Santa Fe	Cesar Chavez Elementary	32	Santa Fe	Santa Fe Public Schools
Santa Fe	Chaparral Elementary School	32	Santa Fe	Santa Fe Public Schools
Santa Fe	Turquoise Trail Charter School	50	Santa Fe	Santa Fe Public Schools
Socorro	Parkview Elementary	30	Socorro	Socorro Consolidated Schools
Sierra	Arrey Elementary School	20	Arrey	T. or C. Municipal School District
Sierra	Truth or Consequences Elementary	20	T. or C.	T. or C. Municipal School District
McKinley	A:shiwi Elementary School	20	Zuni	Zuni Public Schools
Total Funded		2,850		

County	CYFD Sites	Contracted	City	Contractor
Bernalillo	Blue Bird Day Care and Learning Center	20	Albuquerque	(b)(6)
Bernalillo	Christina Kent ECC	20	Albuquerque	
Bernalillo	City of Albuquerque-Alamosa	20	Albuquerque	
Bernalillo	City of Albuquerque-Barelas	20	Albuquerque	
Bernalillo	City of Albuquerque-Carlos Rey	20	Albuquerque	
Bernalillo	City of Albuquerque-Coronado School	24	Albuquerque	
Bernalillo	City of Albuquerque-Duranes	20	Albuquerque	
Bernalillo	City of Albuquerque-Emerson	40	Albuquerque	
Bernalillo	City of Albuquerque-Gov. Bent	40	Albuquerque	
Bernalillo	City of Albuquerque- Griegos	20	Albuquerque	
Bernalillo	City of Albuquerque-Hawthorne	20	Albuquerque	
Bernalillo	City of Albuquerque-La Luz	20	Albuquerque	
Bernalillo	City of Albuquerque-Longfellow	20	Albuquerque	
Bernalillo	City of Albuquerque-Los Volcanes	20	Albuquerque	
Bernalillo	City of Albuquerque-Manzano Mesa	20	Albuquerque	
Bernalillo	La Petite Academy, Constitution	20	Albuquerque	
Bernalillo	La Petite Academy, Fortuna	20	Albuquerque	
Bernalillo	Manzano Mountain	20	Tijeras	
Bernalillo	Noah's Ark East Center	40	Albuquerque	
Bernalillo	Noah's Ark Foothills Center	40	Albuquerque	
Bernalillo	PB&J Family Services	10	Albuquerque	
Bernalillo	Son Shine Learning Center	14	Albuquerque	
Bernalillo	Southwest Child Care-Lomas	20	Albuquerque	
Bernalillo	Southwest Child Care-Texas	20	Albuquerque	
Bernalillo	Southwest Child Care-Wyoming	20	Albuquerque	
Bernalillo	UNM Children's Campus	114	Albuquerque	
Bernalillo	YDI—Camino Real	32	Albuquerque	
Bernalillo	YDI—Centro de Amor	40	Albuquerque	
Bernalillo	YDI—Heights	40	Albuquerque	
Bernalillo	YDI—La Promesa	40	Albuquerque	
Bernalillo	YDI—Pedro Baca	56	Albuquerque	
Cibola	MidWest NM CAP Head Start	40	Grants	
Dona Ana	Discovery I	20	Las Cruces	
Dona Ana	Discovery II	40	Las Cruces	
Dona Ana	Discovery III	10	Las Cruces	
Dona Ana	Discovery IV	20	Anthony	
Dona Ana	HELP NM—Chaparral-Sunrise Elementary	40	Chaparral	
Dona Ana	Jardín de los Niños	11	Las Cruces	

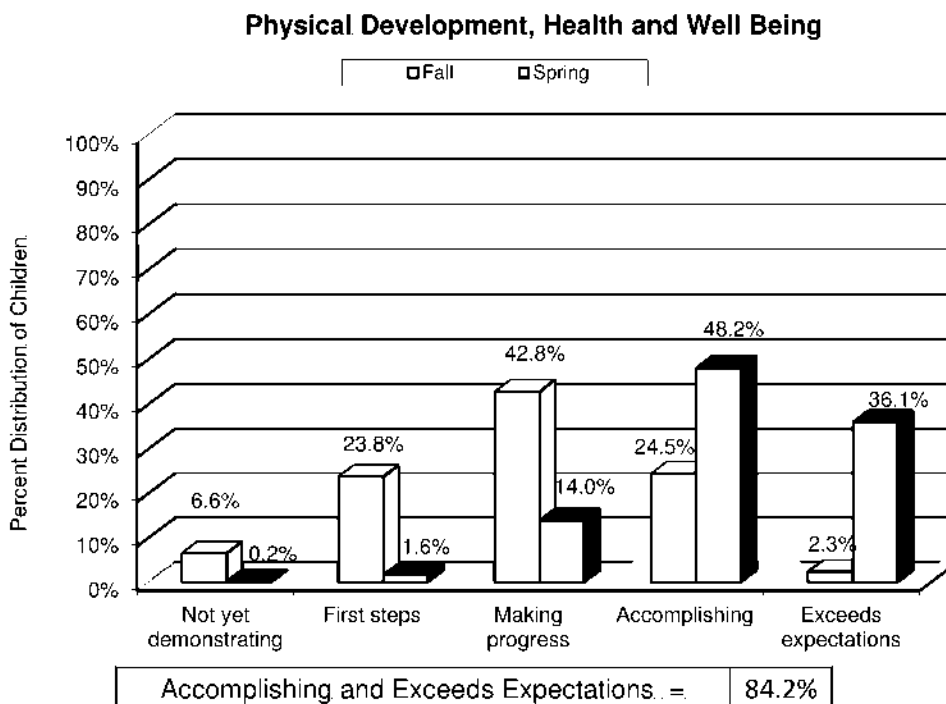
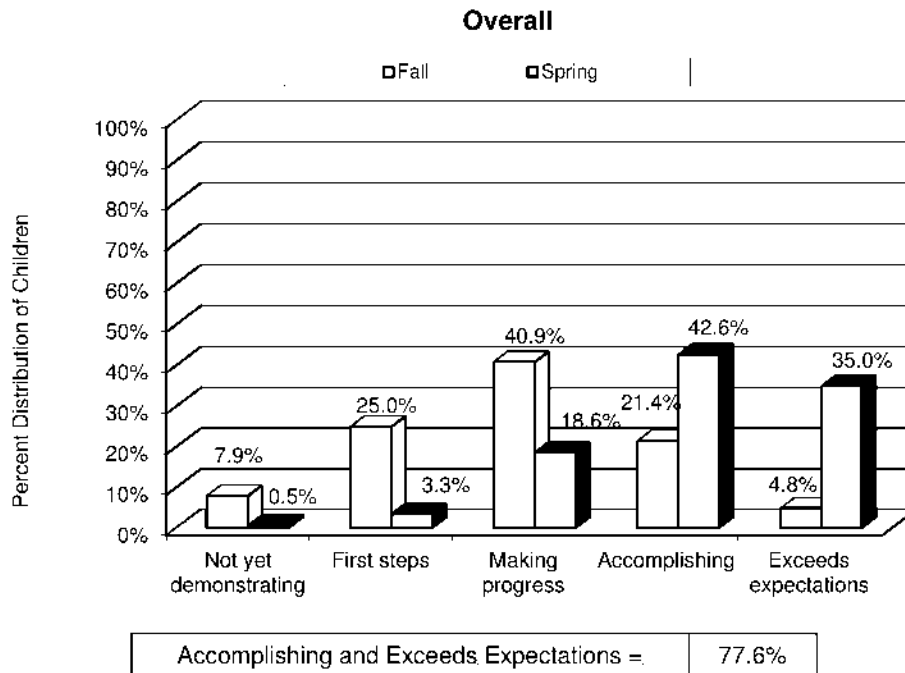
County	CYFD Sites	Contracted	City	Contractor
Dona Ana	Little Playmates- Alameda	20	Las Cruces	(b)(6)
Dona Ana	Little Playmates— Mulberry	20	Las Cruces	
Dona Ana	Little Playmates— Ridgemont	20	Las Cruces	
Dona Ana	NMSU-Roadrunner Preschool	40	Las Cruces	
Dona Ana	The Children's Garden 3— Valley	60	Las Cruces	
Dona Ana	The Children's Garden 4—Missouri	40	Las Cruces	
Dona Ana	The Children's Garden 5— Northrise	40	Las Cruces	
Dona Ana	The Children's Garden 6— Sonoma	40	Las Cruces	
Guadalupe	Santa Rosa PreK	10	Santa Rosa	
Lea	Hobbs Head Start	20	Hobbs	
Lincoln	Rocking Horse Daycare	20	Carrizozo	
Lincoln	Ruidoso River Raccoons	12	Ruidoso	
Luna	HELP NM—Deming CDC	86	Deming	
Luna	HELP NM— Deming Rainbow	37	Deming	
McKinley	MidWest NM CAP Head Start	40	Gallup	
Otero	Children's House	10	Alamogordo	
Otero	Full House	40	Alamogordo	
Otero	Full House Too	56	Alamogordo	
Otero	HELP NM— Alamogordo	60	Alamogordo	
Otero	HELP NM— La Luz	20	La Luz	
Otero	HELP NM—Tularosa	20	Tularosa	
Rio Arriba	Creative Kids Childcare Center	20	Espanola	
Rio Arriba	Conjunto School	30	Espanola	
Rio Arriba	Family Learning Center	20	Espanola	
Rio Arriba	YDI—Fairview	30	Fairview	
San Juan	A Gold Star Academy	100	Farmington	
San Juan	Presbyterian Medical Services Farmington	34	Farmington	
Santa Fe	Nambe Head Start/PreK (PMS)	20	Nambe	
Santa Fe	Santa Fe Children's Project Early Learning Center	96	Santa Fe	
Sierra	Apple Tree Education Ctr.	35	Truth or Consequences	
Taos	Anansi Day School	15	Arroyo Seco	
Taos	Little Bug	20	Taos	
Taos	UNM Taos (Kids Campus Center for Early Learning)	20	Taos	
Valencia	Kids Korner Preschool	34	Los Lunas	

County	CYFD Sites	Contracted	City	Contractor
Valencia	Little Learners Child Dev. Ctr.	60	Los Lunas	(b)(6)
Valencia	Peralta's Playhouse	40	Peralta	
Valencia	Safe Site	38	Los Lunas	
Valencia	Watch Me Grow	40	Belen	
TOTAL CONTRACTED		2434		

(b)(6)

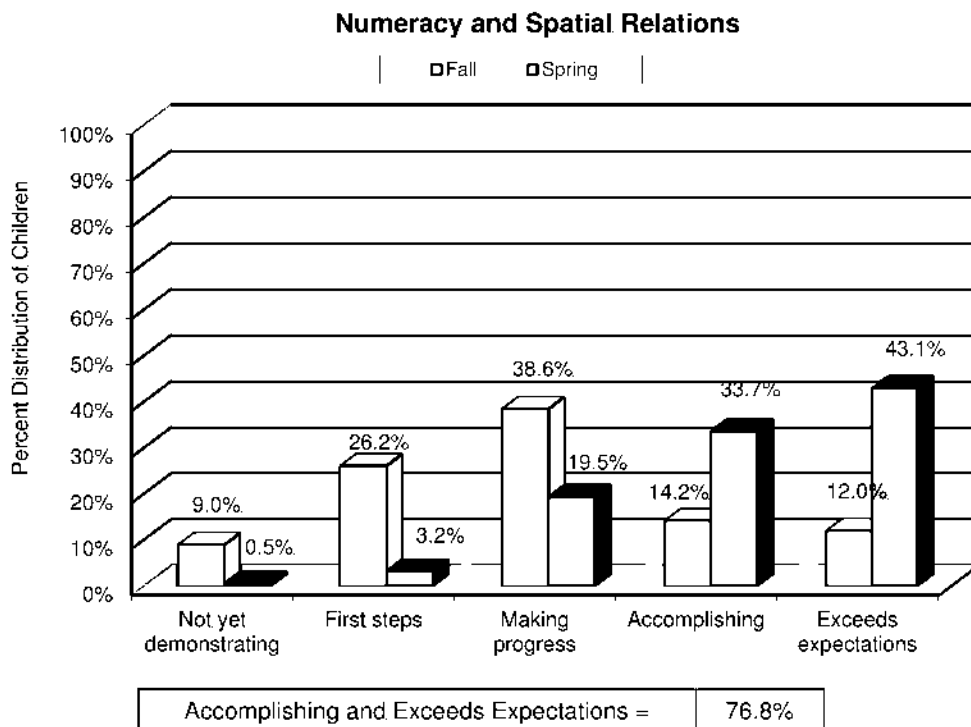
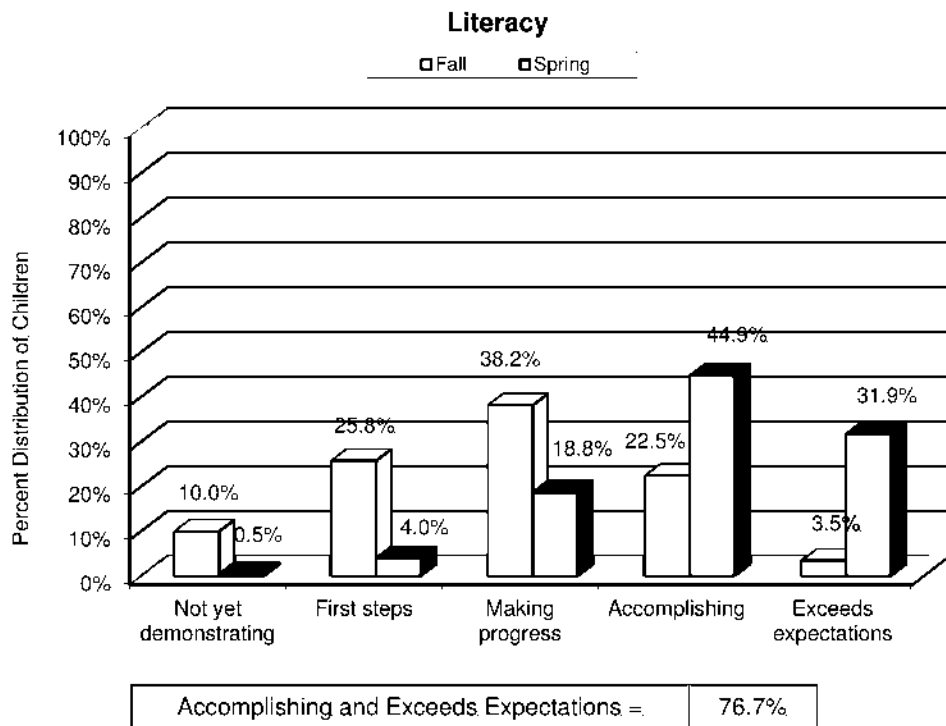
N= 4,301**

The graphs below illustrate the following outcomes for CYFD and PED PreK children during the SY 2012–2013.

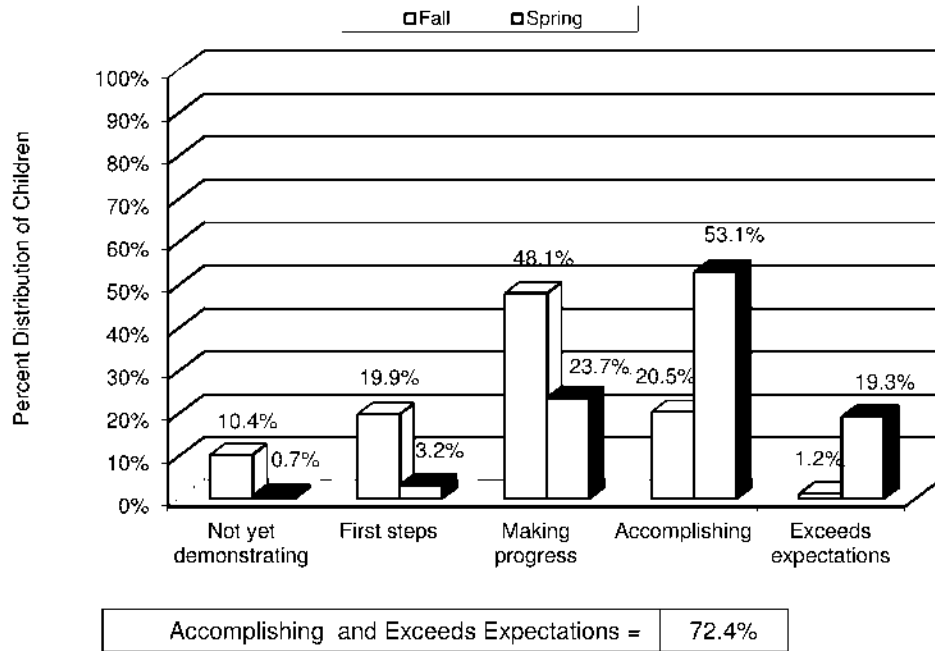


* UNM Continuing Education, New Mexico Kids IT Services

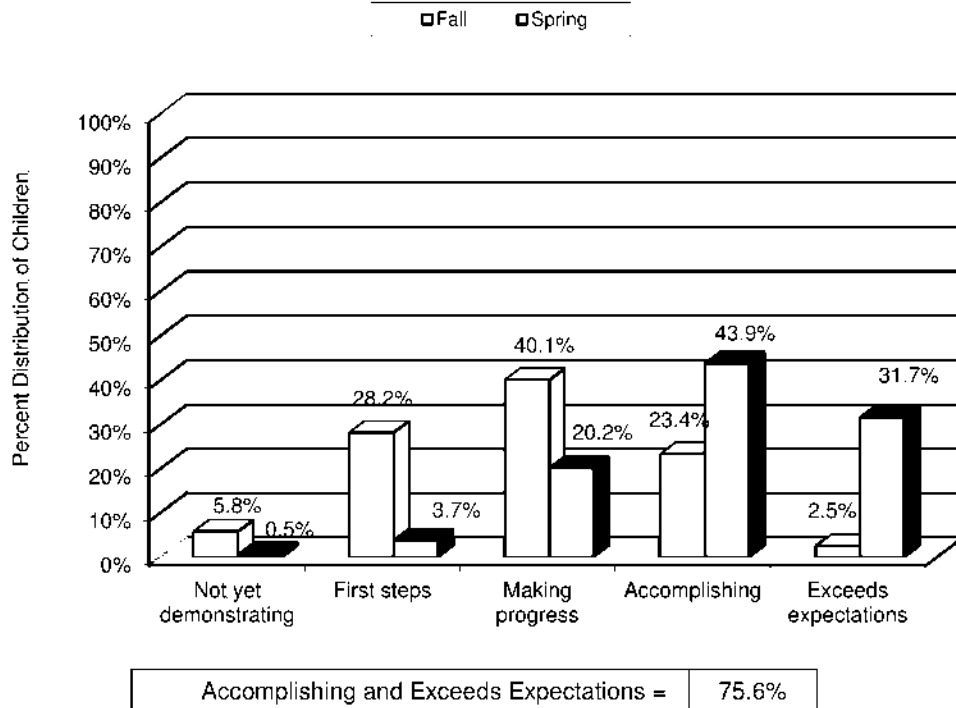
**Includes only children with fall and spring observations



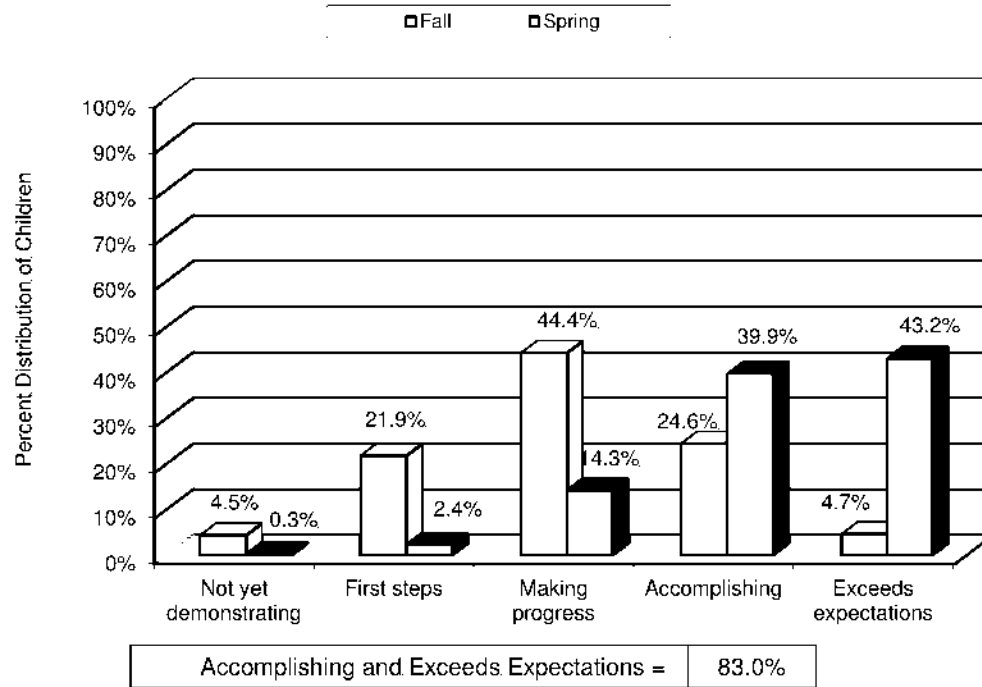
Scientific Conceptual Understandings



Self, Family and Community



Approaches to Learning



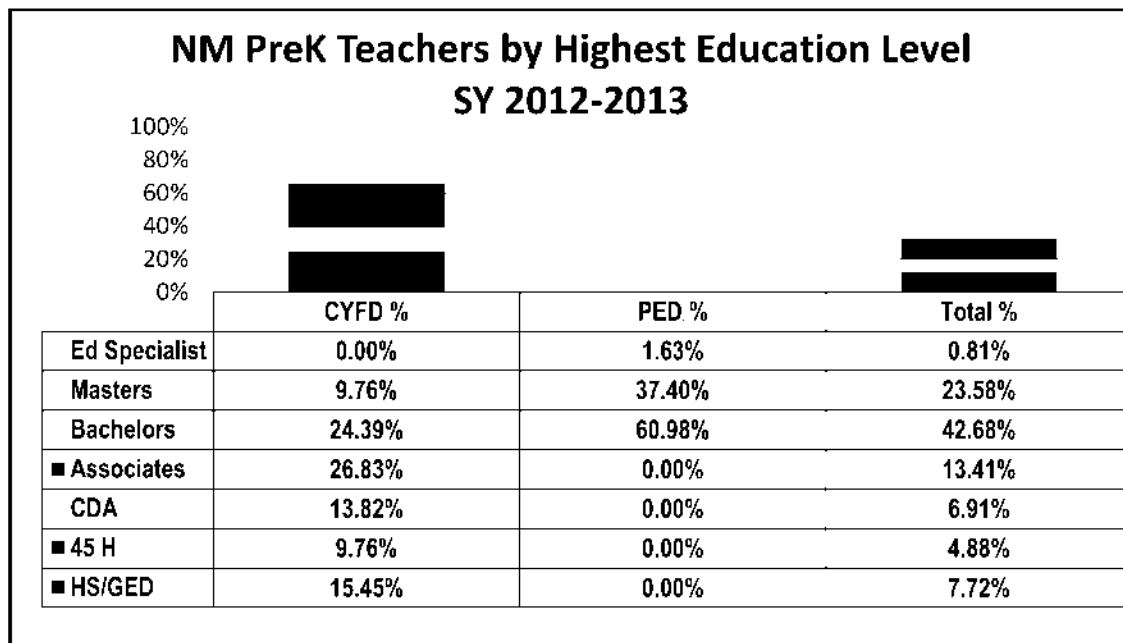
(b)(6)

CYFD and PED NM PreK Ethnicity Data for SY 2012–2013

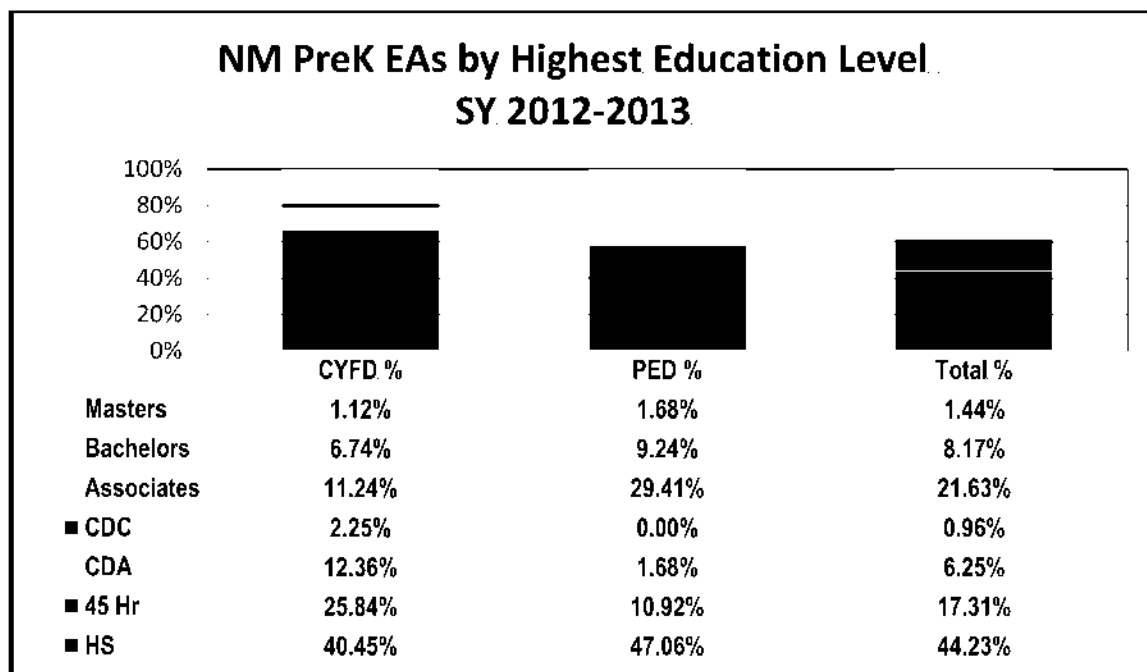
Ethnicity	CYFD and PED		CYFD		PED	
	Number	Percent	Number	Percent	Number	Percent
Asian-Pacific Islander	63	1.10%	51	2.03%	12	0.37%
Black, Non-Hispanic	102	1.78%	63	2.51%	39	1.20%
Caucasian, Non-Hispanic	1,353	23.55%	674	26.87%	679	20.97%
Hispanic	3,486	60.67%	1,570	62.60%	1,916	59.17%
American Indian/Native	742	12.91%	150	5.98%	592	18.28%
CUMULATIVE TOTAL	5,746		2,508		3,238	

* UNM Continuing Education, New Mexico Kids IT Services.

(b)(6)



*UNM Continuing Education, New Mexico Kids IT Services



*UNM Continuing Education, New Mexico Kids IT Services

Many CYFD teaching staff members have extensive training below the B.A. level in coursework specific to developmentally appropriate early childhood education practices. The Child Development Associate (CDA) credential and the 45-hour-entry-level course are specific to practices for young children. Staff with an Associate's Degree have class work at that level that is a pre-requisite to the Bachelor's Degree in Early Childhood Education.

The table below shows the PED teachers in New Mexico holding an Early Childhood license for SY 2005–2013.

PED PreK Program Teachers with Early Childhood License Information*			
	# of Teachers	# with Early Childhood License	%
SY 2005–06	37	12	32.4%
SY 2006–07	65	23	35.4%
SY 2007–08	98	42	42.9%
SY 2008–09	113	51	45.1%
SY 2009–10	115	56	48.7%
SY 2010–11	102	59	57.8%
SY 2011–12	92	57	61.9%
SY 2012–13	119	75	63.03%

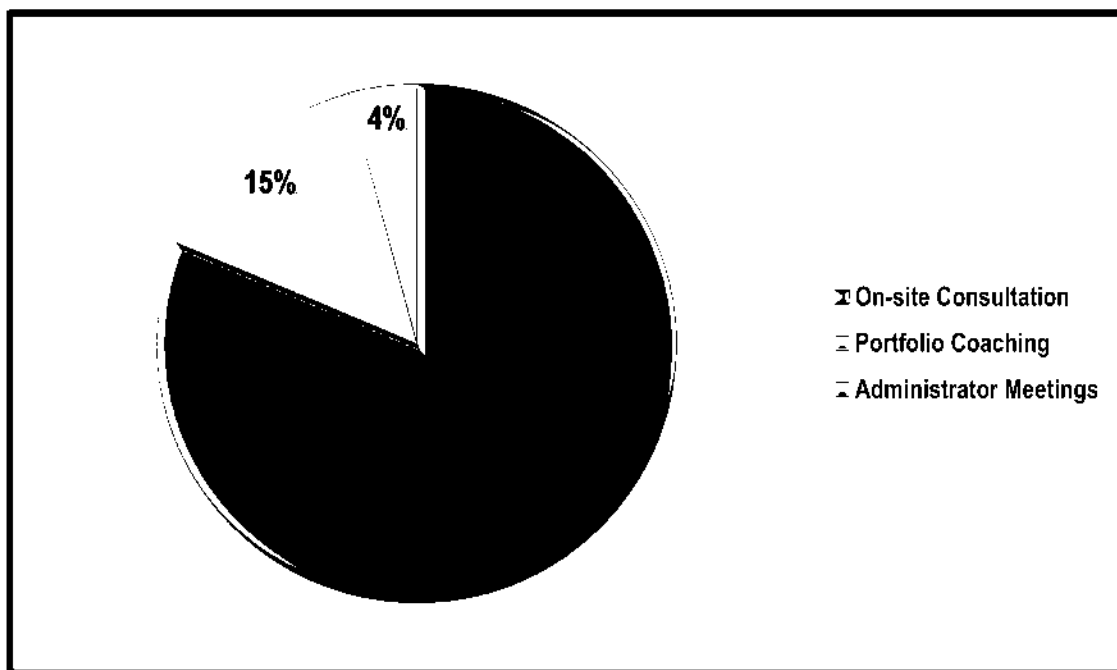
..... * UNM Continuing Education, New Mexico Kids IT Services

(b)(6)

The New Mexico PreK Professional Development and Consultation program provides on-going professional development for all NM PreK teachers, educational assistants and administrators. The trainings are based on the Authentic Observation Documentation Curriculum Planning Process (AODCP) including *the New Mexico Early Learning Guidelines: Birth through Kindergarten* and the NM Observational Assessment Tool. This training supports teachers as they implement observation, documentation, curriculum planning and individualization processes. The training supports teachers to use these processes to create a play-based environment that focuses on the NM PreK Early Learning Outcomes and Indicators.

One of the unique aspects of NM PreK Professional Development is that consultants provide on-site (in context) training and coaching as well as facilitate regional trainings throughout the state. These same consultants, then, spend time in PreK classrooms with teachers and work one-on-one with program administrators. This ensures that teachers and program administrators implement what they have learned in their training. The graphic below demonstrates the percentage of hours spent providing direct service support to NM PreK teachers and administrators during SY2012–2013.*

Time Spent in Direct Service Support



.....*Draft—NM PreK Professional Development and Consultation Summary Report 2013 (to be published January 2014).

Specific training, on-site, job-embedded classroom coaching and consultation, paired with T.E.A.C.H.® support to obtain college credit in child development and early learning has a positive effect in reducing staff turnover and increasing commitment to the field of early education.

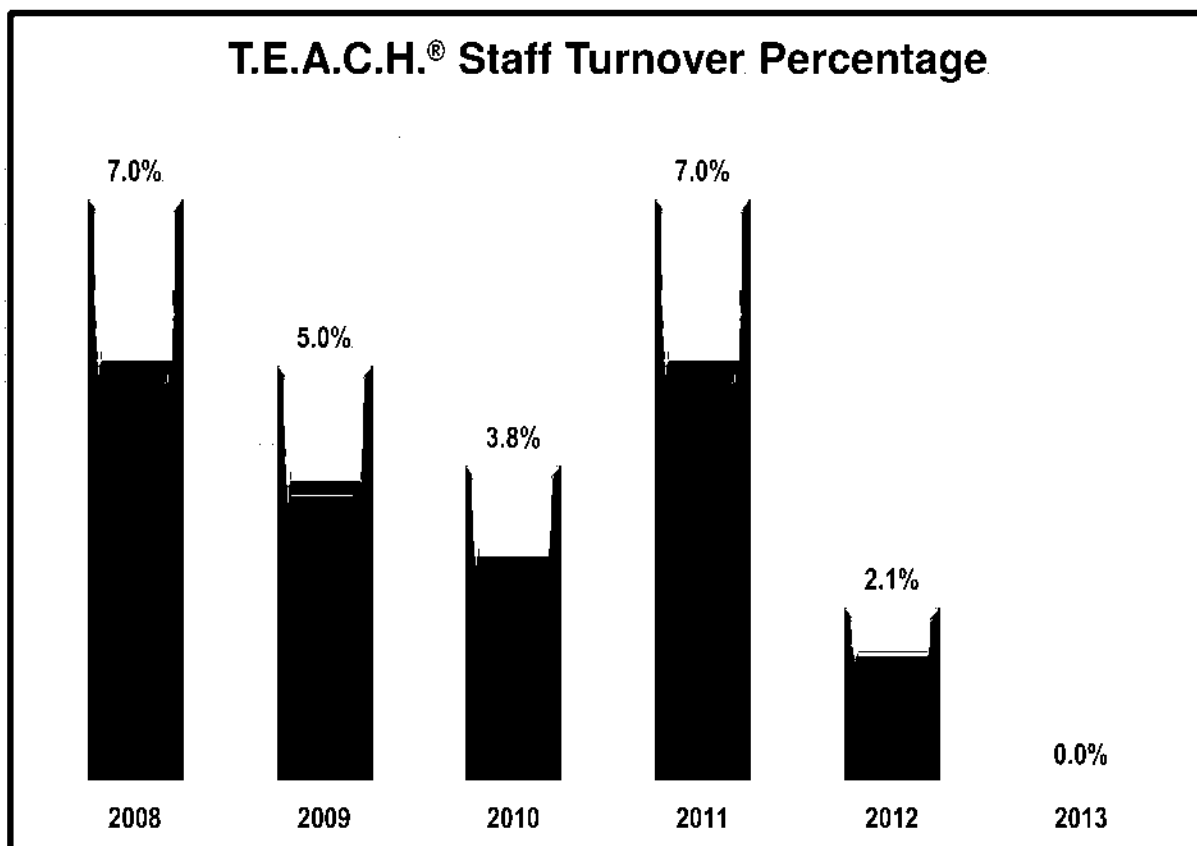
Teacher Education and Compensation Helps, (T.E.A.C.H.) and Turnover

*T.E.A.C.H. is one of the keys to continuing education. “A key- perhaps the key – to high quality programs for New Mexico’s youngest children is well-educated and well-compensated teachers. T.E.A.C.H., in part using volunteer help from the NMAEYC, plays a major role in providing scholarships to those already working with young children so they can do an even better job in preparing children for school and life.”

T.E.A.C.H.® expects scholars to commit themselves to continuing to work at the program sponsoring their scholarships and with the families and children with whom they are connected. Teacher turnover nationwide is as high as 30 to 40 percent in early childhood programs because of low pay and a lack of benefits.

The chart below illustrates turnover as defined by T.E.A.C.H.® If someone leaves in the first year of a scholarship, T.E.A.C.H.® does not count that as turnover. Turnover is defined as leaving after the first year of a scholarship and not fulfilling their commitment to continue working after a year of the scholarship (or more).

Turnover Percentage*



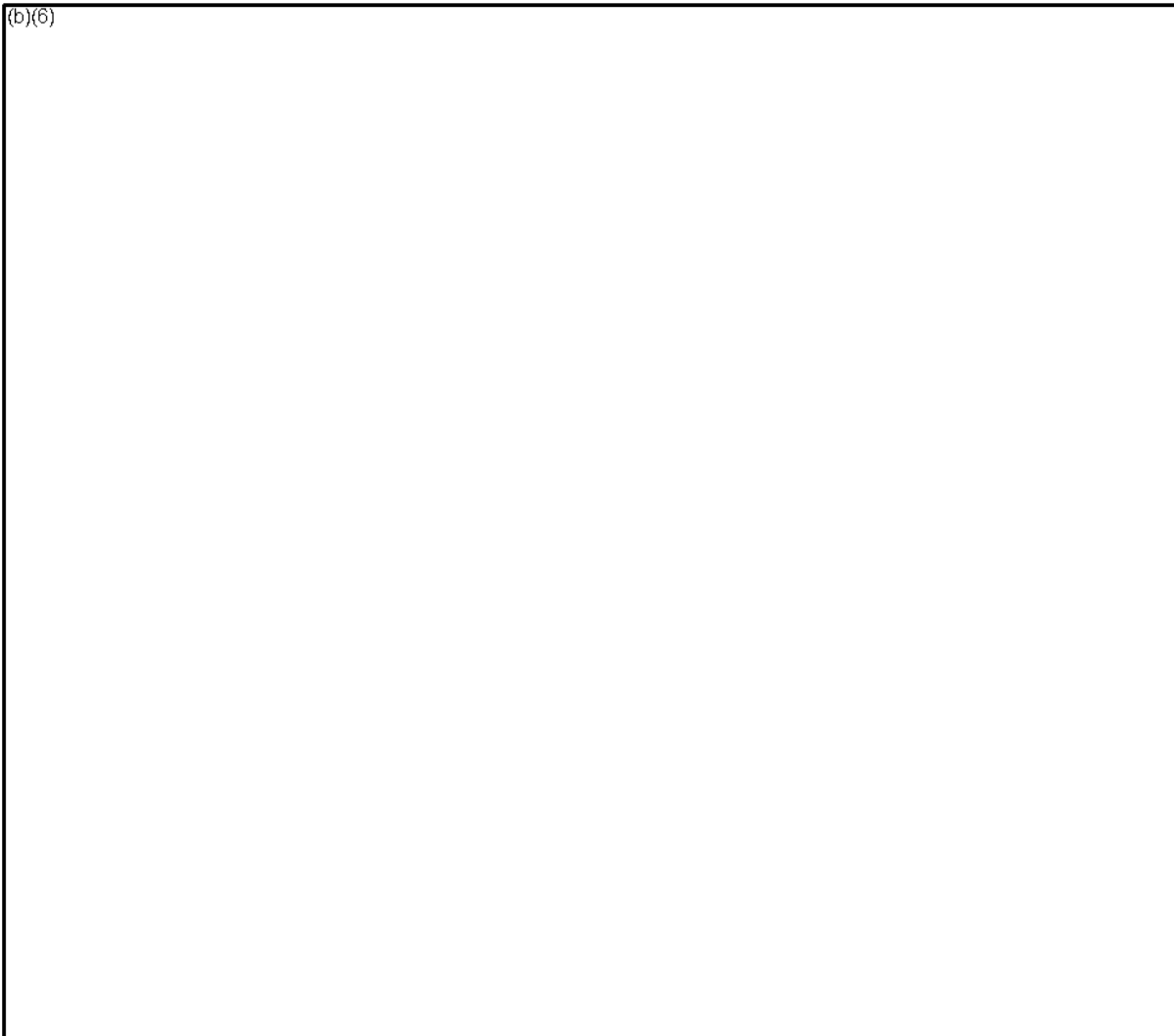
*2013 Annual Report — T.E.A.C.H.® Early Childhood® New Mexico, www.nmaeyc.org, (report to be published January 2014).

**includes both CYFD and PED T.E.A.C.H.® scholars.

Highlighted PreK Program Standards	
Early Learning Standards	Programs use the full version of the <i>New Mexico Early Learning Guidelines</i> . These are comprehensive standards that were aligned during the PED transition to the CCSS.
Teacher Degree	<p>Every teacher in each PED PreK classroom must hold a valid <i>New Mexico Early Childhood Teacher License: Birth through Third Grade</i> as required by <i>New Mexico PreK Program Standards</i>. If a teacher cannot be hired with the Early Childhood Teacher license, a teacher with an elementary or special education license may be hired provided that person completes at least six credit hours per year toward the <i>New Mexico Early Childhood Teacher License: Birth through Third Grade</i>.</p> <p>The Lead Teacher in CYFD NM PreK classrooms should have a valid <i>Early Childhood Teacher License: Birth through Third Grade</i>. A teacher without this license may be hired but must demonstrate progress towards this requirement by completing at least six credit hours per program year towards a Bachelor's Degree in Early Childhood Education.</p>
Educational Assistant	<p>Every educational assistant in PED classrooms must have an Associate's Degree in Early Childhood Education and hold a valid Educational Assistant License from the Public Education Department, as required <i>by New Mexico PreK Program Standards</i>. If the educational assistant does not hold an AA degree in early childhood, that person must complete at least six credit hours per year until the degree is earned.</p> <p>Educational assistants in CYFD classrooms should have an Associate's Degree in Early Childhood Education and the Associate of Early Education Certificate from the Office of Child Development. An Assistant without this degree and certificate must demonstrate progress towards these requirements by completing at least six credit hours per program year.</p>
Teacher, Educational Assistant and Administrator Training	Teachers, educational assistants, and program administrators must complete the required training applicable to their years of service in NM PreK. New teachers and assistants will attend the two-day training in the <i>Authentic Observation Documentation Curriculum Planning Process (AODCP)</i> and the one-day training on <i>the Early Childhood Environmental Rating Scale-Revised (ECERS-R)</i> . Administrators must attend at least one day of NM PreK training and are invited to attend the full teacher training.
Professional Development I	Teachers and educational assistants receive job-embedded, on-site professional development through the consultants (mentor-coaches) provided through a contract with <i>UNM Continuing Education, New Mexico Kids Network</i> . These regionally-based consultants provide observation, modeling, coaching, and feedback on <i>the New Mexico PreK Authentic Observation Documentation Curriculum Planning Process (AODCP)</i> , and the classroom environment. The consultants also hold specialized trainings for a site or program with multiple sites based on need. Detailed classroom visit reports and minutes of quarterly administrative meetings are provided to the teacher at the end of each visit and to site and program administrators and state monitors within three days of the visit.

Highlighted PreK Program Standards	
Professional Development II	Each NM PreK teacher and educational assistant has a current professional development plan in place with professional goals and timelines that are NM PreK specific. These plans must be submitted to NM PreK state staff no later than October 1, of the current year. On-going reporting regarding completion of credit hours towards required degrees/licensure/certification is reported on administrative reports and added to the database per staff person. On-going reporting regarding completion of credit hours towards required degrees/licensure/certification is reported on administrative reports and added to the database per staff person. Staff must document their on-going activities to increase their knowledge, specialization, and qualifications in early childhood education, individualization, and family support.
Maximum Class Size	Class sizes are capped at 20 children
Staff-Child Ratio	A 1:10 ratio is required
Meals	<p>CYFD NM PreK programs must provide at least one meal, (either breakfast or lunch) that meets USDA requirements per session. All programs will participate in the Child and Adult Care Food Program (CACFP) and must meet food program guidelines. New Mexico PreK children must receive the meal provided at no cost to the parents regardless of income eligibility for the food program. Cost for food above and beyond reimbursement by CACFP is the responsibility of the program.</p> <p>All PED PreK programs will provide at least one meal (breakfast or lunch) that meets the USDA requirements per school session by participating in the school lunch program. All meals and snacks will be provided by the PreK program free of charge and must meet USDA requirements. New Mexico PreK children in PED are categorically eligible for free meals under USDA guidelines.</p>
Child Care Licensing	<p>CYFD: All sites must meet requirements through New Mexico State Regulations for Child Care Licensing. Violations must be corrected within time limits given. Child Care licenses, certificates and most recent inspection reports of all state and local government agencies with jurisdiction over the center must be posted and visible to parents, staff and visitors.</p> <p>PED: PreK programs operating in school districts, funded through PED are exempt from New Mexico Child Care Licensing requirements.</p>
Required Screening/Referral and Support Services	<p>CYFD: Each child must have an up-to-date immunization record or a public health division approved exemption from the requirement on file per child care licensing.</p> <p>PED: Each child must receive the following health screenings by a school health care professional or private provider.</p> <p>Each child in the NM PreK program must receive the following health screenings prior to the beginning of the program or within the first month of attendance:</p> <ul style="list-style-type: none"> Well child screening Vision screening Hearing screening Dental screening

	Appropriate referrals and services are made available to address all identified concerns.
Required Screening/Referral and Support Services Continued	<p>Developmental screenings are conducted for each child within the first three months of attendance. Programs will monitor for early detection of children at risk for developmental delay. Where possible, the primary language of the child will be used during screening. Parents will be included in the screening process and informed of the results. Appropriate referrals and services are made available to address all identified concerns.</p> <p>Each program must offer 90 hours of parent engagement and training activities per school year. Required elements include three annual family-teacher conferences, one home visit, and at least two NM PreK—specific parent involvement activities and transition activities.</p>
Additional Standards	Additional Program Standards are found at the New Mexico PreK website: www.newmexicoprek.org . Click on the Materials tab, Administrators Link.



Capital Outlay—PED

In School Year 2012–13, the Public School Capital Outlay Council of the New Mexico School Facilities Authority awarded \$ (b)(4) to the following 8 school districts with the PED funded PreK program to renovate and/or construct PreK classrooms. One school district with no PreK funded program was awarded funding.

School District	School	Amount
Farmington Municipal Schools	CATE Center	(b)(4)
Gadsden Independent School District	Anthony Elementary	
Hatch Valley Public Schools	Hatch Elementary	
Rio Rancho Public Schools	Shining Stars Pre-School	
Truth or Consequences Municipal Schools	T. or C Elementary	
Zuni Public Schools	A:Shiwi Elementary	
Deming Public Schools	Bell Elementary	
Gallup McKinley County Schools	Church Rock Elementary	
Alamogordo (not a PreK funded site)	Yucca Elementary	
TOTAL: 9	9	

Start Up and Safety—CYFD

Due to New Mexico's "anti-donation clause", Capital Outlay funds allocated by the state legislature are available only to governmental entities. Although there are some government entities that provide CYFD-funded PreK programs (e.g. City of Albuquerque and New Mexico State University) the great majority of the programs are operated by private entities and therefore not eligible to apply for or receive these funds. Finding adequate space for a PreK Program that is funded by CYFD is often a barrier for these private entities that would like to offer a PreK Program. To the detriment of services to the community, these entities often eliminate programs in order to make space for PreK. For example, some child care programs that are operating at maximum capacity have eliminated their infant/toddler programs (which, typically lose money) and have used the vacated space to open a PreK Program. One successful alternative is to integrate a PreK Program into existing child care by designating a portion of the day as the PreK Program and "wrapping" child care around it. Another alternative that is being explored by early childhood programs that operate at full capacity during the school year is to offer a PreK Program to community children during the summer prior to entering kindergarten. This is one reason why it is so important for PreK funds to be available to many different types of community programs - the desire and the capacity to offer PreK differs greatly in each community and it is important that the PreK Program is flexible enough to accommodate programs in urban areas where there are myriad facility options as well as in rural isolated communities where facilities are extremely limited.

When funding permits and a contractor first begins providing NM PreK services through the Children, Youth and Families Department an allocation of \$(b)(4) is made to make any needed safety improvements and to furnish/equip the classroom. In SY 2012-2013, the following new classrooms in CYFD funded programs received one time Start-Up & Safety support:

- Hobbs Head Start
- Christina Kent Early Childhood Center
- Mid-West Community Action Project Head Start

This support is important to ensure the adequacy of instructional materials and equipment as well as playground equipment. With this support programs were able to make the following improvements:

- Installation of new age-appropriate playground equipment
- Purchase and installation of new flooring.
- Purchase and installation of child-size sinks and toilets.
- New age-appropriate instructional materials.
- A variety of classroom furniture

(b)(6)



Funding and Enrollment Levels for New Mexico CYFD and PED PreK Since 2005		
School Year	State Appropriation*	Children Budgeted (Number of 4-Year-Olds)
2005–2006	(b)(4)	1,540
2006–2007		2,194
2007–2008		3,570
2008–2009		4,745
2009–2010		4,963
2010–2011		4,435
2011–2012		4,559
2012–2013		5,331

*Source: 2013 Draft NIEER Annual Report and CYFD Early Childhood Services Division Fiscal Office

**The appropriation includes professional development, transportation, start-up and safety, external evaluation, data management and administration.

New Mexico Preschool Data for SY 2012–2013	
NM PreK program enrollment	5,331
School districts that offer the PreK program	44
Income requirement	None
Hours of operation	Determined locally
Operating schedule	Academic year
Federally-funded Head Start enrollment*	4,335 (4 year-olds)

*2013 Annual Program Information Review conducted by the Office of Head Start

Policy ²	State PreK Requirement	Benchmark	Does Requirement Meet Benchmark?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	Note: PED requires degreed and licensed teachers.	BA	
Teacher specialized training	See footnotes*	Specializing in PreK	
Assistant teacher degree	Note: PED requires an educational assistant license and an AA degree in Early Childhood.	CDA or equivalent	
Teacher in-service	45 clock hours	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	NA		
4 year olds	20		
Staff-child ratio		1:10 or better	
3 year olds	NA		
4 year olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental and support services.	Vision, hearing, health; and at least 1 support service	
Meals	At least one meal	At least 1 a day	
Monitoring	Site visits and other monitoring	Site visits	

**This chart reflects CYFD and PED PreK as combined in the NIEER report. Lead teachers in public school programs must have a BA degree and licensure in early childhood education. Teachers who have an elementary education are required to take Early Childhood Education coursework. Teachers in non-public school settings should, but are not required to, have a bachelors' degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education. Assistant teachers in both public and non-public settings are expected to have an AA degree in early childhood education but may be hired without an AA with an approved professional development plan and completion of at least 6 college credits annually toward the requirement.*

The combined CYFD and PED New Mexico PreK programs met eight benchmarks set by the National Institute for Early Education Research. The PED PreK programs met all 10 benchmarks.

² The State of Preschool 2012—State Preschool Yearbook—National Institute for Early Education Research.

Conclusion—"Growing Our Own"

Well-Educated New Mexico Teachers = Well-Educated New Mexico Children = Well-Educated Citizens and Workforce

Economic development for our state and supporting individual self-sufficiency are important goals for all New Mexicans.

Building a mixed delivery-system that has both community-based and public school-based providers is a human capital development strategy that can contribute to those goals. Better educated children and better educated and more professional early childhood educators in all sectors support these goals.

CYFD and PED are committed to continuous support and increased professionalization of community based early education providers. T.E.A.C.H.® scholarships and the consultants who train and coach teaching staff in a job-embedded context are essential elements in this process.

Work continues to increase access to NM PreK in high need areas of the state. Collaboration across agencies also continues to provide a continuum of services across the early childhood years of birth to grade three. Some of these services are early intervention, home-visiting, K-3+, and a variety of health and family support services. Alignment and increased access to needed programs across the years will positively affect later school and life outcomes.

Additional information about parent support materials, NM PreK evaluations done by the National Institute of Early Education Research (NIEER), and related forms, information and resources are available on www.newmexicoprek.org. Also see the 2012 Annual Report—T.E.A.C.H.® Early Childhood New Mexico, www.nmaeyc.org.

A change in state statute permitted the Children, Youth, and Families Department to issue a Request for Application (R.F.A.) in the spring of 2013. This format more closely matched the format used by the Public Education Department and resulted in a large number of application to provide NM PreK services. The plan for 2013–14 includes issuing these applications concurrently so that decisions about funding can be made collaboratively to ensure parent choice and to avoid over-saturation of available NM PreK spaces in communities.

(b)(6)



Glossary and Acronyms

Glossary

Authentic Observation Documentation Curriculum Planning Process (AODCP)

A cycle of observation, reflection, planning and implementation is the basis for curricular planning for children in the NM PreK program. Teachers implement strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges.

Child and Adult Care Food Program (CACFP)

CACFP is a nutrition, education and meal reimbursement program helping licensed providers serve nutritious and safely prepared meals and snacks to children and adults in child care settings.

Child Care Licensing

The department in the CYFD responsible for licensing child care providers throughout the state of New Mexico.

Child Development Associate Credential (CDA)

A nationally transferable credential that is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children.

Children, Youth, and Families Pre-Kindergarten Fund

The fund created as a non-reverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants and donations. The fund shall be administered by the Children, Youth and Families Department (CYFD), and money in the fund is appropriated to the department to carry out the provisions of the Pre-Kindergarten Act: **32-A-23-4. NMSA 1978. Voluntary pre-kindergarten (2005)**. Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the CYFD secretary or the secretary's authorized representative. The department may use up to 10 percent of the money in the fund each year for administrative expenses.

Community

An area defined by school district boundaries, or joint boundaries of a school district and tribe or any combinations of school districts and tribes.

Departments

The CYFD and the PED are acting jointly.

Early Childhood Teacher License: Birth through Third Grade

Standard teacher licensure through PED for teachers who work in early childhood education in public schools or in state-supported schools.

Early Childhood Development Specialist

The adult responsible for working directly with four-year-old children in implementing Pre-Kindergarten services

Early Childhood Investment Zone

The following are the socio-ecological factors and academic factors used to identify the Early Childhood Investment Zones (See map on page 10):

- ✓ Adolescent births
- ✓ Pre-term births
- ✓ Infant mortality
- ✓ Poverty
- ✓ Juvenile arrest
- ✓ Domestic violence
- ✓ Inverse graduation rate
- ✓ Unemployed
- ✓ Combined child abuse victim
- ✓ Percent of births to mothers who did not complete high school
- ✓ Percent of all schools that DO NOT have a School-Based Health Center
- ✓ Percent of female high school students that were NOT participants in GRADS Programs during 2010
- ✓ Percent of students who did not graduate 4 years after entering 9th grade , school year 2009-2010
- ✓ Percent of ALL students assessed who did not score proficient or above in combined Reading and Math Standard Based Assessment Tests, school year 2009-2010
- ✓ Percent of students receiving free or reduced priced meals, school year 2009-2010
- ✓ Percent of population 25 years and over without high school graduation
- ✓ Percent of all schools that are Title I schools
- ✓ Dollars expended on personnel salaries per pupil- all schools
- ✓ Percent of elementary schools graded "D" or "F". (percent)

Eligible Provider

A person licensed by the CYFD that provides early childhood developmental readiness services or preschool special education, or is a public school, tribal program or head start program.

National Institute for Early Education Research (NIEER)

NIEER conducts and communicates research to support high-quality, effective early childhood education for all young children. The institute offers independent, research-based advice and technical assistance to policymakers, journalists, researchers, and educators.

New Mexico Early Learning Guidelines

Early learning guidelines serve as a framework to capture some of the important aspects of development in the early years. They describe what young children know and can do during the early years of development. The guidelines are designed to give reasonable expectations for children at different ages so that teachers and others can have criteria to refer to as they observe children in action, determine their levels of performance and plan curricular interventions to help them grow, develop, and learn to their fullest potential.

NM PreK Training and Development Consultant Support: Each *NM PreK* site receives regular visits from PreK Consultants who help to strengthen the practice in the PreK classroom. This support ranges widely based on the classrooms strengths and areas of opportunity, but often incorporates curriculum development skills, environmental modifications, authentic assessment implementation support, and/or reflection on teacher's practice in cooperation with the consultant.

Pre-Kindergarten or PreK

A voluntary developmental readiness program designed for children who have attained their fourth birthday prior to September 1st.

PreK Program

A voluntary program for the provision of PreK services throughout the state that addresses the total developmental needs of preschool children, including physical, cognitive, social and emotional needs, and shall include health care, nutrition, safety and multicultural sensitivity.

Public Education Pre-Kindergarten Fund

A non-reverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts grants and donations. The fund shall be administered by the public education department, and money in the fund is appropriated to the department to carry out the provisions of the Pre-Kindergarten Act: **32-A-23-4. NMSA 1978.**

Voluntary pre-kindergarten (2005). Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the secretary of public education or the secretary's authorized representative. The department may use up to 10 percent of the money in the fund each year for administrative expenses.

T.E.A.C.H. Early Childhood ®

Teacher Education and Compensation Helps is a scholarship program that offers financial support for tuition, books, and release time from work and bonuses or raises for staff currently working in an early childhood education program who wish to pursue a degree (Associates, Bachelors or Graduate level) in early childhood education.

45-Hour-Entry-Level Course

Curriculum developed by CYFD – Office of Child Development in which students complete 35 hours of theory, lecture and review of early childhood. Students must also complete a 10 hour field observation. "All child care providers working in licensed child care centers and family child care homes are required to complete this course, or its equivalent, within the first six months of employment." This training includes seven identified core competencies including:

- Child Growth and Development
- Health, Safety and Nutrition
- Family and Community Collaboration
- Developmentally Appropriate Content
- Learning Environment and Curriculum Implementation
- Assessment
- Professionalism

Acronyms

CACFP	Child and Adult Care Food Program
CCSS	Common Core State Standards
CDA	Child Development Associate -certification
CYFD	Children, Youth and Families Department
ECIZ	Early Childhood Investment Zones
ED (USDOE)	US Department of Education
ELGs	Early Learning Guidelines
ELOs	Early Learning Outcomes (PreK)
HSD	High School Diploma
NIEER	National Institute for Early Education Research
PED	Public Education Department
PE	Parental Engagement
SY	School Year
T.E.A.C.H.®	Teacher Education and Compensation Helps Early Childhood
UNM	University of New Mexico

(b)(6)

(b)(6)

**At every age from birth
through age eight
(and beyond), play can
stimulate children's
engagement, motivation,
and lasting learning.**
Bodrova and Leong (2003)

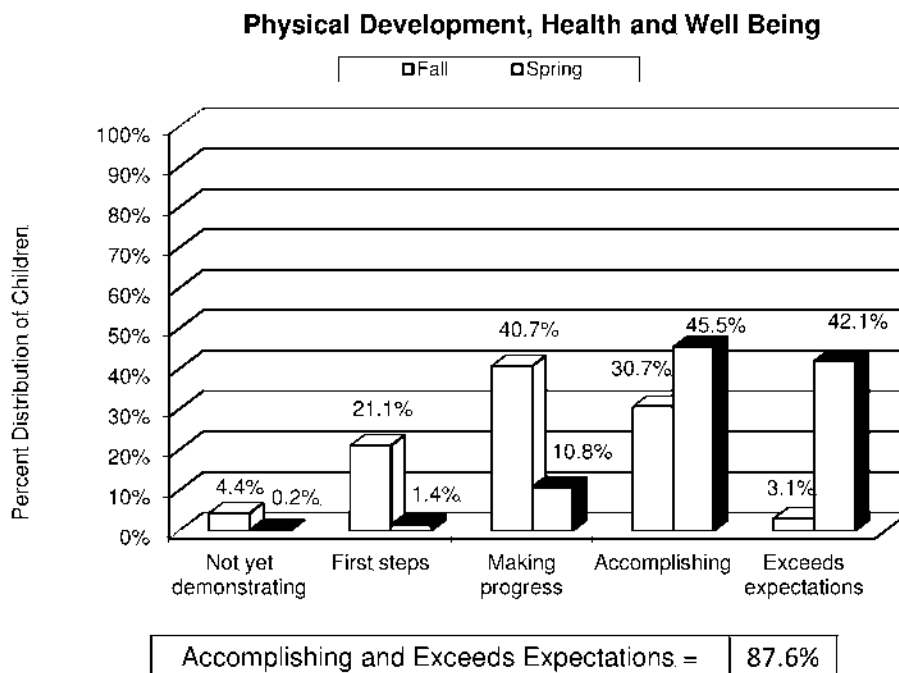
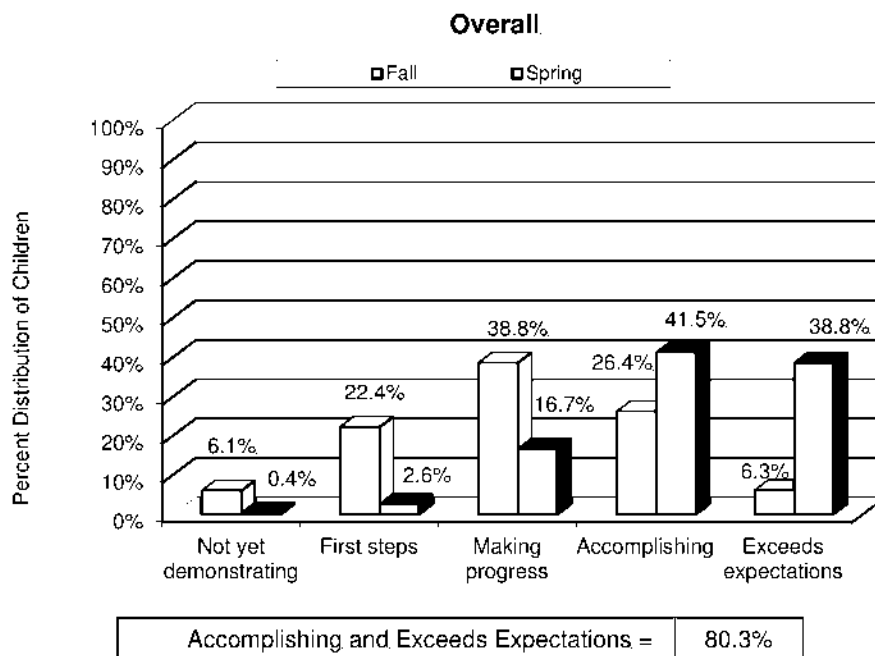
(b)(6)

Appendix A

Fall–Spring ELO Comparisons—SY 2013 CYFD Programs*

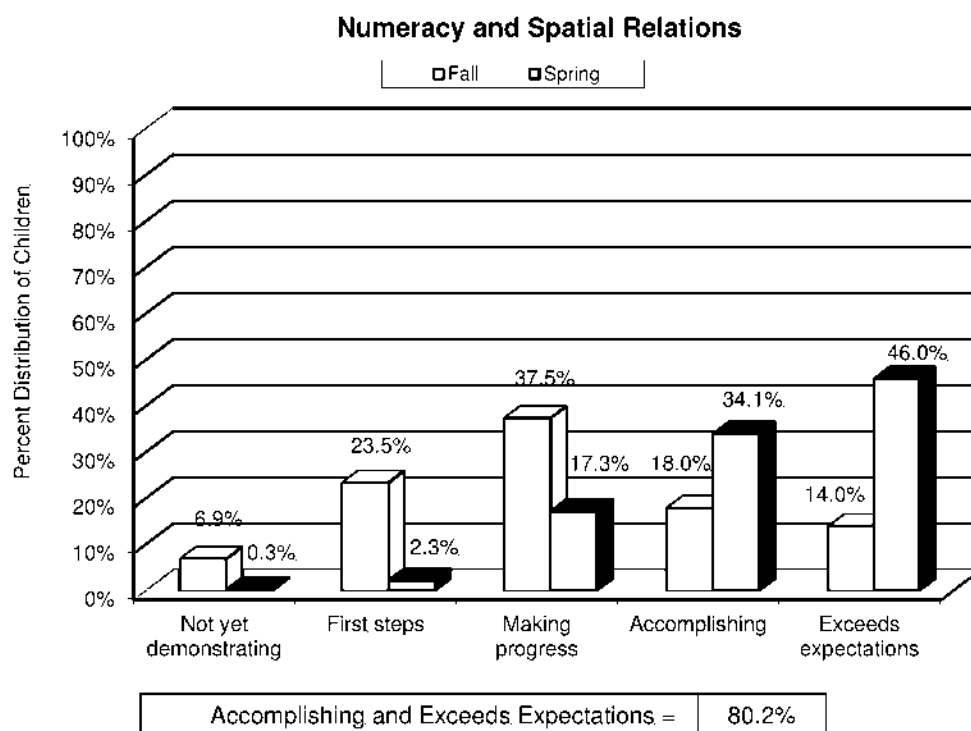
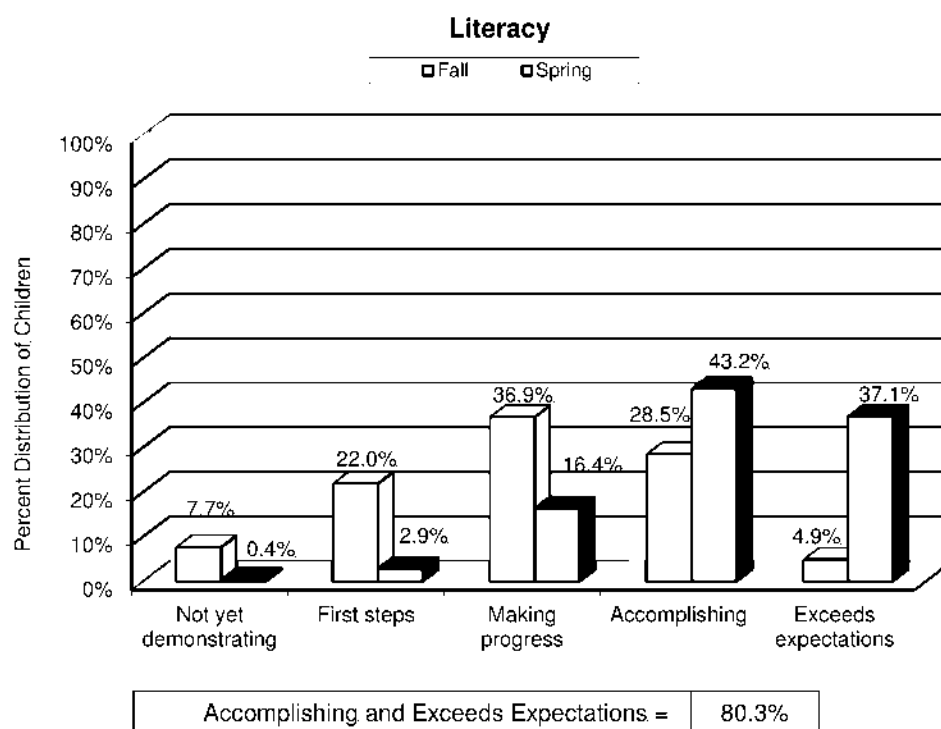
The graphs below illustrate the following outcomes for CYFD PreK children during the SY 2012–2013.

N= 1,812**

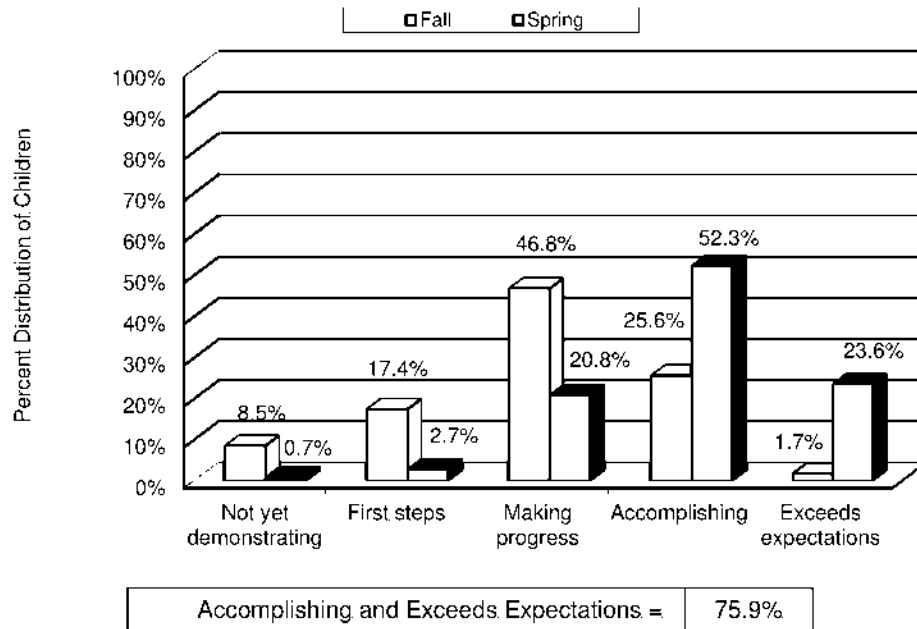


*UNM Continuing Education, New Mexico Kids IT Services.

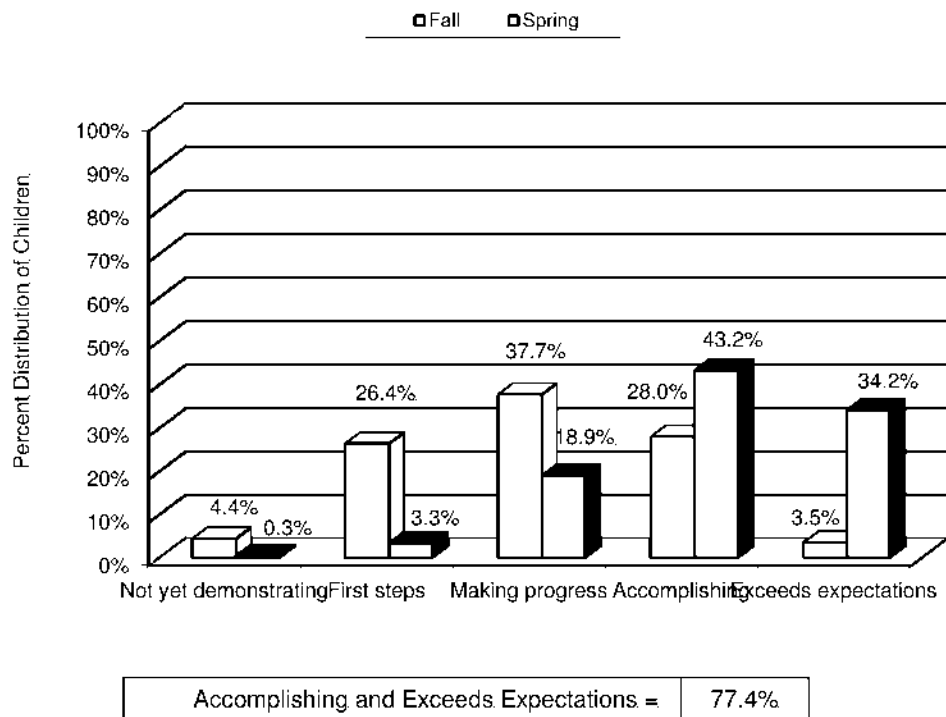
**Includes only children with fall and spring observations.



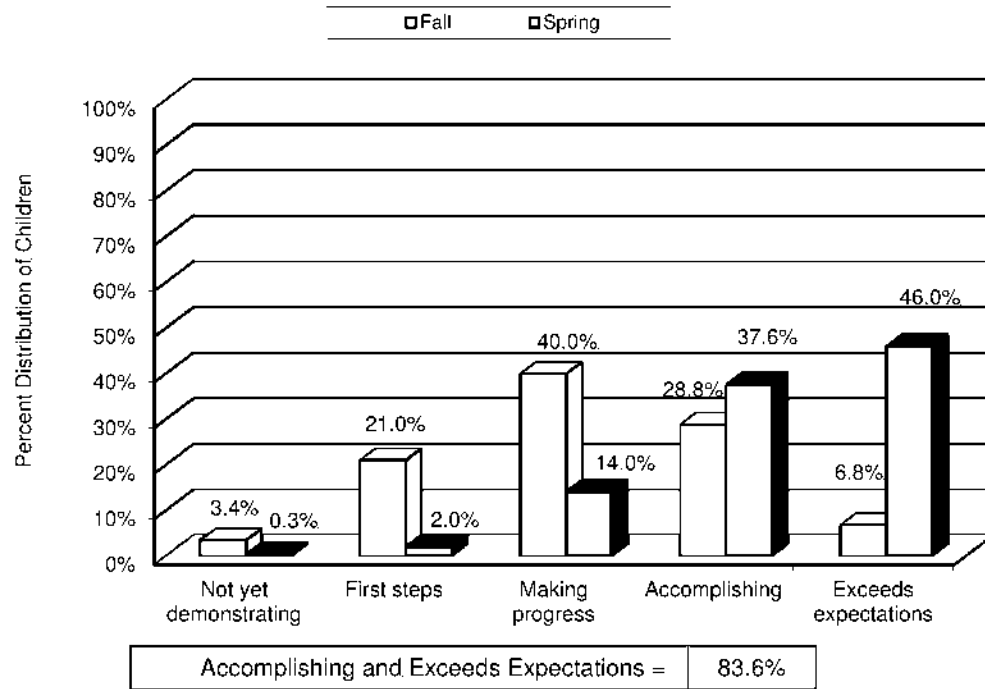
Scientific Conceptual Understandings



Self, Family and Community



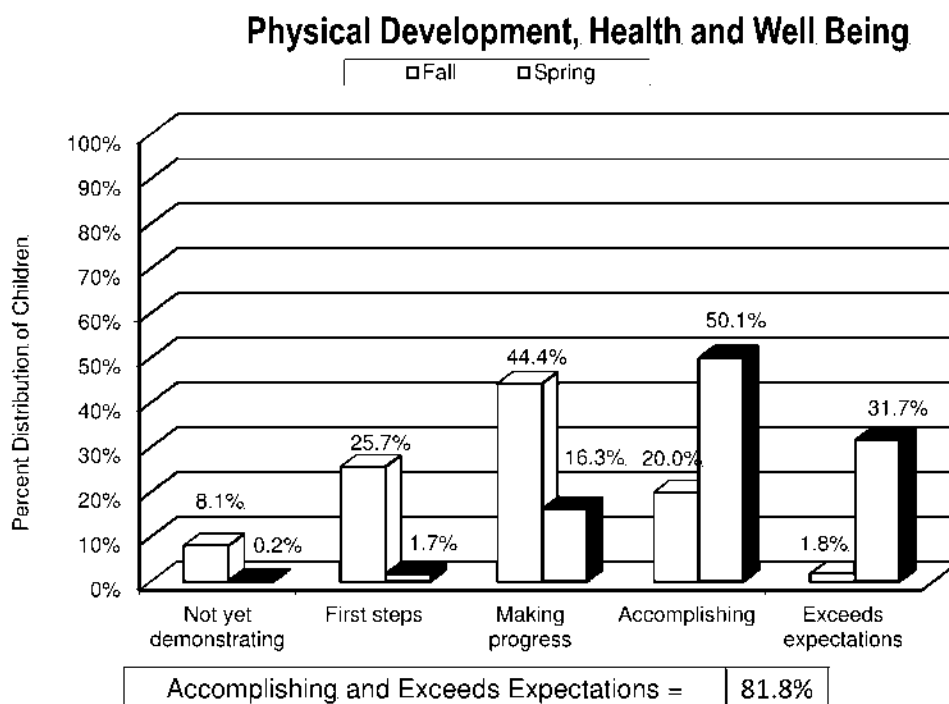
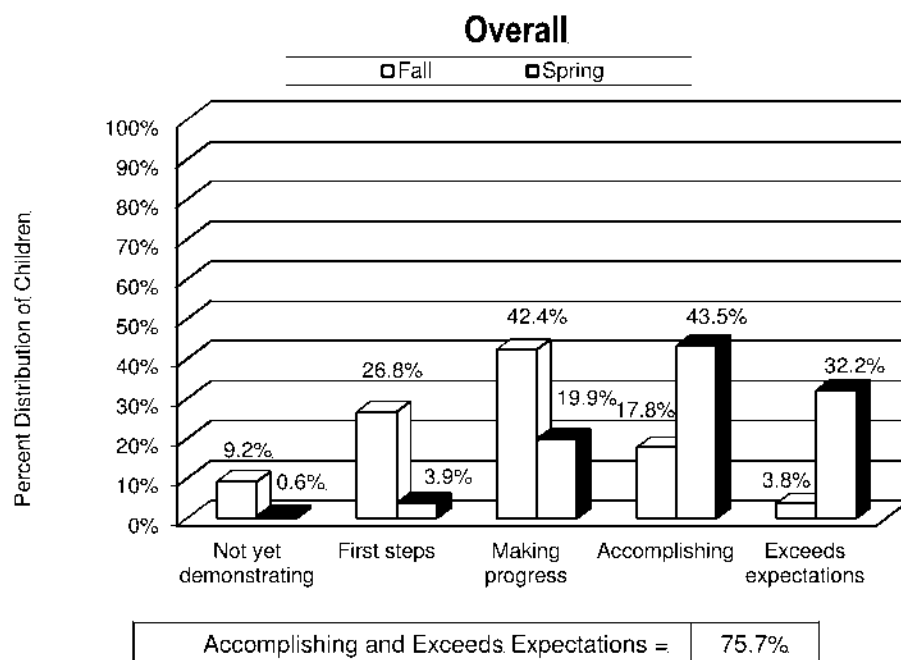
Approaches to Learning



(b)(6)

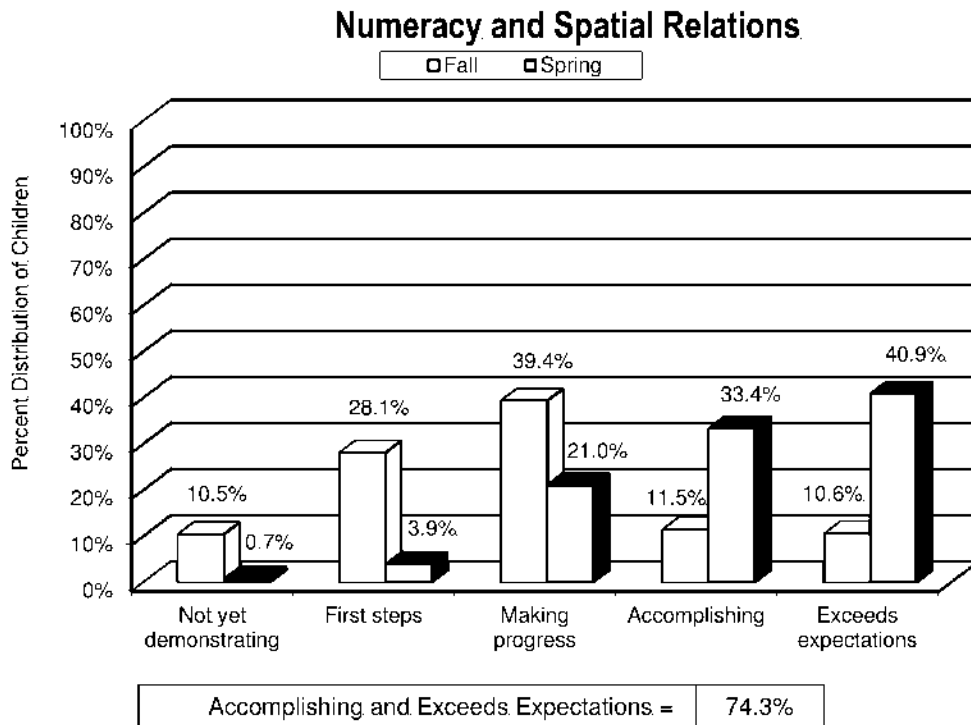
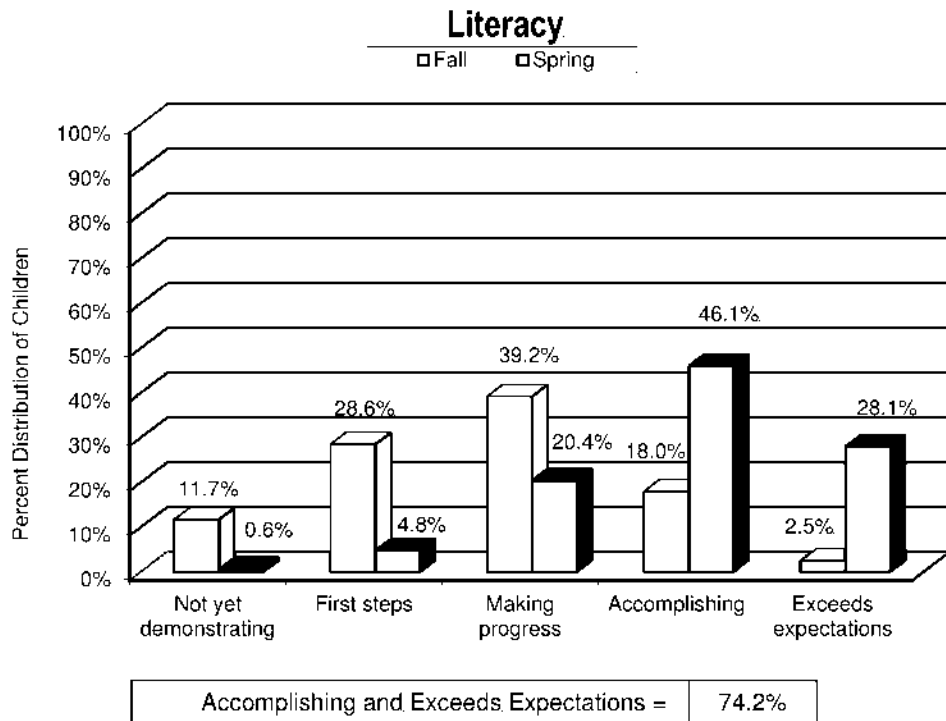
The graphs below illustrate the following outcomes for PED PreK children during the SY. 2012–2013.

N= 2,489**

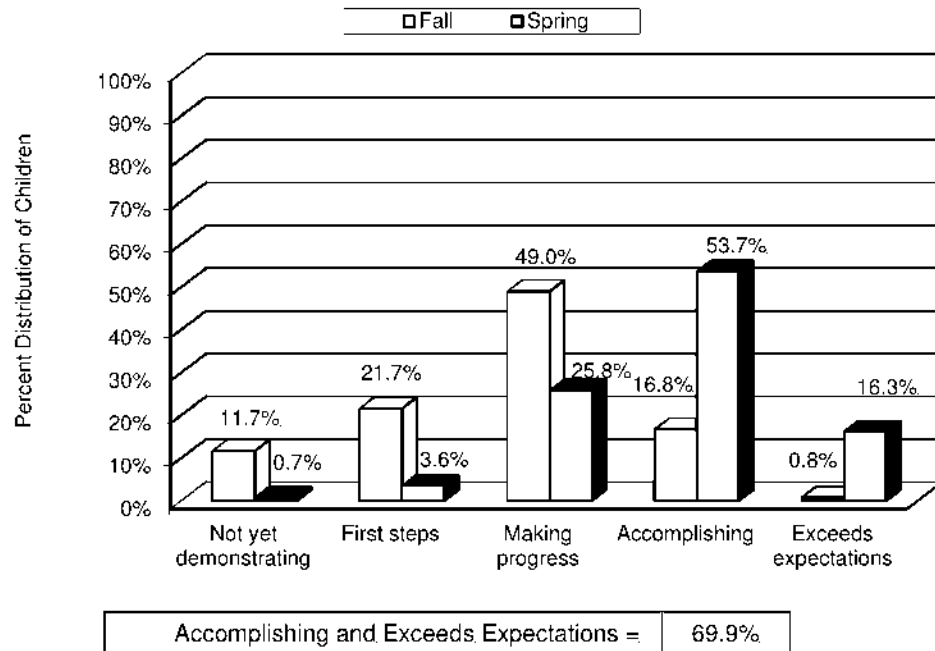


*UNM Continuing Education, New Mexico Kids IT Services.

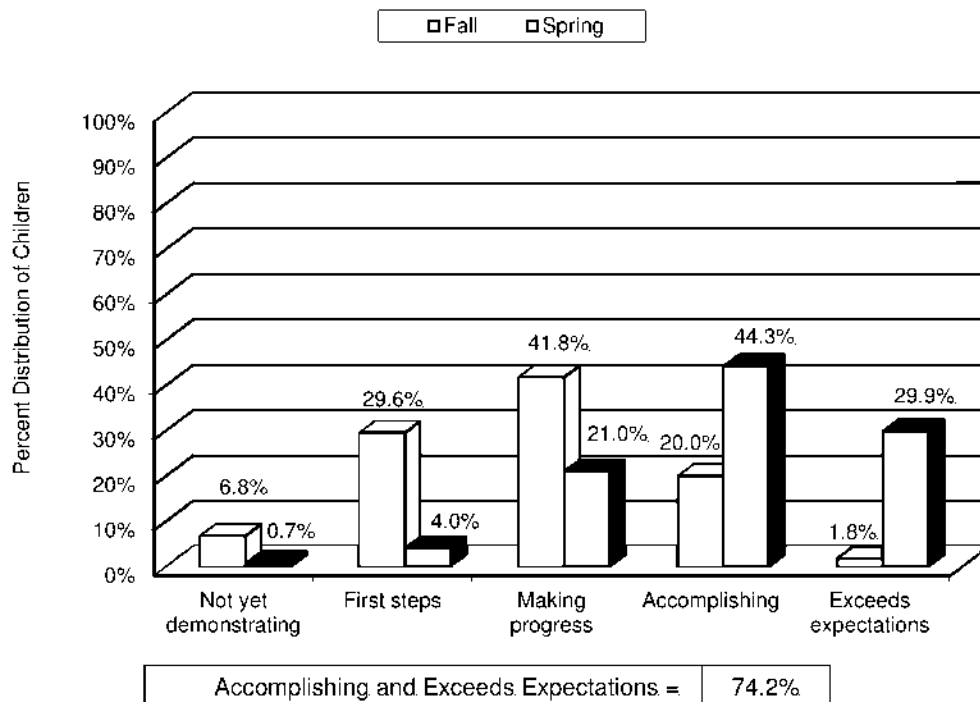
**Includes only children with fall and spring observations.



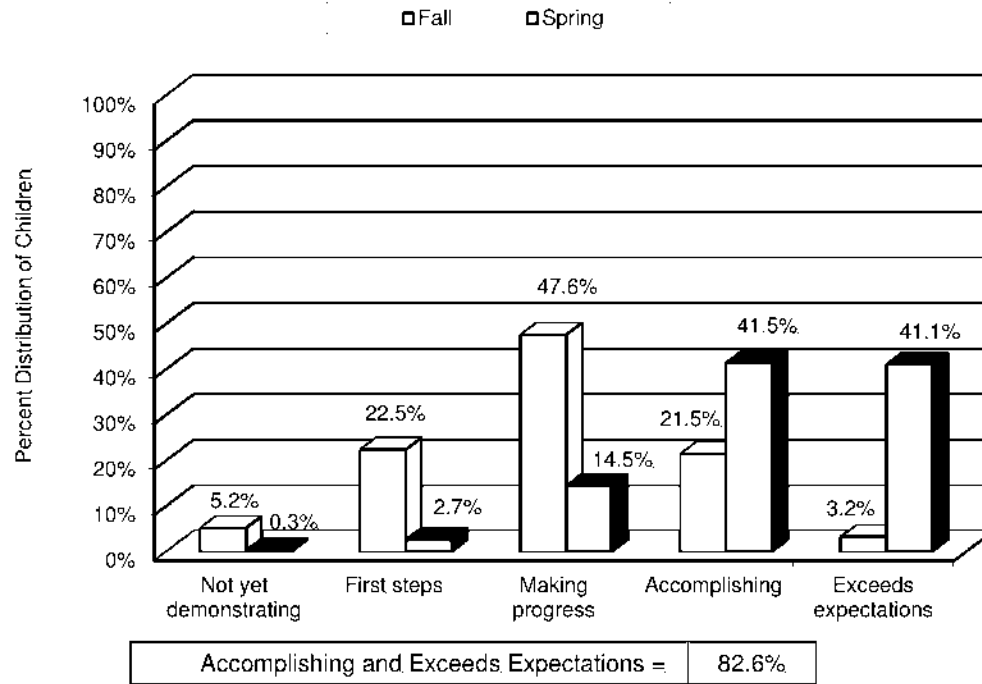
Scientific Conceptual Understandings



Self, Family and Community



Approaches to Learning



(b)(6)

APPENDICES
Preschool Development Grants Program – Expansion Grants Application
Table of Contents

- A. Needs Assessment
- B. New Mexico Early Childhood Investment Zone/NM PreK Data & Maps
- C. New Mexico PreK Act of 2005
- D. New Mexico Early Learning Guidelines
- E. New Mexico Curriculum for Early Childhood Programs
- F. FOCUS Criteria
- G. FOCUS PreK Criteria (Draft)
- H. PreK Program Standards (FY 15-16)
- I. New Mexico PreK Annual Report
- J. Early Childhood Investment Zone Data Profiles
- K. Higher Education Professional Development/Career Lattice
- L. New Mexico PreK Walkthrough Checklist
- M. New Mexico PreK Consultant Guide

APPENDIX A

Needs Assessment

Following the map of the public school districts that have been designated as Early Childhood Investment Zones, two sets of tables contain the data analysis done to determine the Early Childhood Investment Zones.

Table #1, provides a rank order of the counties where children were identified as being most at risk using socio-ecological risk indicators. Indicators of risk include:

Adolescent Births

Pre-Term Births

Low Birth Weight

Infant Mortality

Poverty

Juvenile Arrests

Domestic Violence

Graduation Rates

Unemployment

Child Abuse

Table #2, provides a rank order of the counties where children were identified as being most at risk using academic risk indicators. Indicators of risk include:

Births to Mothers Who Did Not Complete High School

Schools Without School-Based Health Centers

Participants in GRADS Programs

GRADS Programs in the District

Students Not Proficient in Math or Reading

Free and Reduced School Lunch

25 and Over that have not Graduated from HS

Title I Elementary Schools in District

Elementary Schools in District Receiving D or F

Dollars Spent on Teacher Salary per Pupil

New Mexico Investment Zone Educational Indicators by School District

DISTRICT	RANK # (INDEX)	RANK CATEGORY (INDEX)	MOMEDu12
HOUSE	1	1 to 10 (Highest)	2
MAGDALENA	2	1 to 10 (Highest)	67
HATCH	3	1 to 10 (Highest)	481
GADSDEN	4	1 to 10 (Highest)	2886
DEXTER	5	1 to 10 (Highest)	101
DEMING	6	1 to 10 (Highest)	964
ESPANOLA	7	1 to 10 (Highest)	812
EUNICE	8	1 to 10 (Highest)	65
ZUNI	9	1 to 10 (Highest)	207
ESTANCIA	10	1 to 10 (Highest)	76
CUBA	11	11 to 20 (High)	177
GALLUP	12	11 to 20 (High)	1605
DULCE	13	11 to 20 (High)	110
WEST LAS VEGAS	14	11 to 20 (High)	143
TUCUMCARI	15	11 to 20 (High)	141
QUESTA	16	11 to 20 (High)	35
LOVING	17	11 to 20 (High)	27
JEMEZ MOUNTAIN	18	11 to 20 (High)	16
BLOOMFIELD	19	11 to 20 (High)	406
HAGERMAN	20	11 to 20 (High)	52
TULAROSA	21	21 to 40 (Above Average)	265
CARRIZOZO	22	21 to 40 (Above Average)	11
BELEN	23	21 to 40 (Above Average)	572
JAL	24	21 to 40 (Above Average)	27
LORDSBURG	25	21 to 40 (Above Average)	80
FLOYD	26	21 to 40 (Above Average)	6
SANTA FE	27	21 to 40 (Above Average)	2364
MOUNTAIN AIR	28	21 to 40 (Above Average)	29
TATUM	29	21 to 40 (Above Average)	29
HOBBS	30	21 to 40 (Above Average)	1242
CLOVIS	31	21 to 40 (Above Average)	1037
PECOS	32	21 to 40 (Above Average)	50
JEMEZ VALLEY	33	21 to 40 (Above Average)	72
SANTA ROSA	34	21 to 40 (Above Average)	53
CLAYTON	35	21 to 40 (Above Average)	45
ROSWELL	36	21 to 40 (Above Average)	1306
RATON	37	21 to 40 (Above Average)	162
LAS VEGAS CITY	38	21 to 40 (Above Average)	175
SPRINGER	39	21 to 40 (Above Average)	17
LOVINGTON	40	21 to 40 (Above Average)	424
LOS LUNAS	41	41 to 58 (Average)	968
GRANTS-CIBOLA	42	41 to 58 (Average)	639
COBRE	43	41 to 58 (Average)	128
DORA	44	41 to 58 (Average)	13
PENASCO	45	41 to 58 (Average)	38
BERNALILLO	46	41 to 58 (Average)	349
TRUTH OR CONSEQUENCE	47	41 to 58 (Average)	217
LAS CRUCES	48	41 to 58 (Average)	2894
LOGAN	49	41 to 58 (Average)	10
SOCORRO	50	41 to 58 (Average)	228
MESA VISTA	51	41 to 58 (Average)	32

DISTRICT	RANK # (INDEX)	RANK CATEGORY (INDEX)	MOMEDu12
PORTALES	52	41 to 58 (Average)	403
MORIARTY	53	41 to 58 (Average)	217
AZTEC	54	41 to 58 (Average)	258
CENTRAL	55	41 to 58 (Average)	689
ALBUQUERQUE	56	41 to 58 (Average)	10720
ANIMAS	57	41 to 58 (Average)	18
RUIDOSO	58	41 to 58 (Average)	204
SILVER CITY	59	59 to 78 (Low Risk)	330
ARTESIA	60	59 to 78 (Low Risk)	415
TAOS	61	59 to 78 (Low Risk)	310
FARMINGTON	62	59 to 78 (Low Risk)	1250
CIMARRON	63	59 to 78 (Low Risk)	24
TEXICO	64	59 to 78 (Low Risk)	50
QUEMADO	65	59 to 78 (Low Risk)	9
CAPITAN	66	59 to 78 (Low Risk)	34
CARLSBAD	67	59 to 78 (Low Risk)	613
POJOAQUE	68	59 to 78 (Low Risk)	193
MORA	69	59 to 78 (Low Risk)	34
CHAMA	70	59 to 78 (Low Risk)	24
FORT SUMNER	71	59 to 78 (Low Risk)	36
RESERVE	72	59 to 78 (Low Risk)	7
ALAMOGORDO	73	59 to 78 (Low Risk)	535
SAN JON	74	59 to 78 (Low Risk)	2
MELROSE	75	59 to 78 (Low Risk)	4
RIO RANCHO	76	59 to 78 (Low Risk)	496
CLOUDCROFT	77	59 to 78 (Low Risk)	7
LOS ALAMOS	78	59 to 78 (Low Risk)	39
LAKE ARTHUR		60 to 89 (NOT RANKED)	15
MAXWELL		60 to 89 (NOT RANKED)	2
GRADY		60 to 89 (NOT RANKED)	3
VAUGHN		60 to 89 (NOT RANKED)	5
ROY		60 to 89 (NOT RANKED)	1
MOSQUERO		60 to 89 (NOT RANKED)	1
CORONA		60 to 89 (NOT RANKED)	2
HONDO		60 to 89 (NOT RANKED)	15
WAGON MOUND		60 to 89 (NOT RANKED)	3
ELIDA		60 to 89 (NOT RANKED)	.
DES MOINES		60 to 89 (NOT RANKED)	1

DISTRICT	Births to mothers who did not complete high school	SBHCS	Schools with school based health centers (Z)	GRPART10	Participants in GRADS Programs (Z)
HOUSE	0.1538	0	0.7246	0	0.4827
MAGDALENA	0.3146	0	0.7246	0	0.4827
HATCH	0.5037	0	0.7246	23	-4.6868
GADSDEN	0.4922	4	-0.8174	0	0.4827
DEXTER	0.3607	0	0.7246	0	0.4827
DEMING	0.4671	1	0.0915	23	-0.8550
ESPANOLA	0.3167	2	-0.2605	0	0.4827
EUNICE	0.3066	0	0.7246	0	0.4827
ZUNI	0.2824	1	-0.7535	0	0.4827
ESTANCIA	0.2923	0	0.7246	0	0.4827
CUBA	0.3484	1	-1.4921	0	0.4827
GALLUP	0.2786	4	-0.1852	44	-0.4826
DULCE	0.3116	2	-3.7088	0	0.4827
WEST LAS VEGAS	0.2782	1	0.0427	0	0.4827
TUCUMCARI	0.3092	0	0.7246	0	0.4827
QUESTA	0.1570	0	0.7246	0	0.4827
LOVING	0.2160	0	0.7246	0	0.4827
JEMEZ MOUNTAIN	0.2581	0	0.7246	0	0.4827
BLOOMFIELD	0.2951	0	0.7246	0	0.4827
HAGERMAN	0.3270	0	0.7246	0	0.4827
TULAROSA	0.3764	0	0.7246	0	0.4827
CARRIZOZO	0.2292	0	0.7246	0	0.4827
BELEN	0.3080	1	-0.0140	28	-1.4822
JAL	0.2030	0	0.7246	0	0.4827
LORDSBURG	0.3213	1	-1.0488	0	0.4827
FLOYD	0.2857	0	0.7246	0	0.4827
SANTA FE	0.3422	4	-0.2889	0	0.4827
MOUNTAIN AIR	0.2117	1	-1.4921	0	0.4827
TATUM	0.3372	0	0.7246	0	0.4827
HOBBS	0.3486	0	0.7246	37	-1.1931
GLOVIS	0.2459	0	0.7246	0	0.4827
PECOS	0.2203	0	0.7246	0	0.4827
JEMEZ VALLEY	0.1582	1	-0.7535	0	0.4827
SANTA ROSA	0.2199	1	-0.7535	0	0.4827
CLAYTON	0.2320	0	0.7246	0	0.4827
ROSWELL	0.3150	3	-0.4849	19	-0.2033
RATON	0.3103	1	-0.7535	0	0.4827
LAS VEGAS CITY	0.1902	1	-0.2605	0	0.4827
SPRINGER	0.2099	0	0.7246	0	0.4827
LOVINGTON	0.3551	1	-0.1621	14	-1.2960
LOS LUNAS	0.3137	0	0.7246	37	-0.9824
GRANTS-CIBOLA	0.2978	3	-1.4921	13	-0.5169
COBRE	0.2612	1	-0.5425	0	0.4827
DORA	0.4063	0	0.7246	0	0.4827
PENASCO	0.2032	0	0.7246	0	0.4827
BERNALILLO	0.2444	1	-0.0140	29	-2.5504
TRUTH OR CONSEQUENCE	0.3974	0	0.7246	0	0.4827
LAS CRUCES	0.2997	2	0.3309	92	-0.7766
LOGAN	0.1818	0	0.7246	0	0.4827
SOCORRO	0.2667	1	-0.2605	16	-2.3005
MESA VISTA	0.1720	1	-1.0488	0	0.4827

DISTRICT	Births to mothers who did not complete high school	SBHCS	Schools with school based health centers (Z)	GRPART10	Participants in GRADS Programs (Z)
PORTALES	0.2729	0	0.7246	18	-1.9330
MORIARTY	0.1744	0	0.7246	0	0.4827
AZTEC	0.2291	0	0.7246	0	0.4827
CENTRAL	0.2486	9	-3.4756	50	-1.6341
ALBUQUERQUE	0.2422	13	0.1083	11	0.4435
ANIMAS	0.3051	0	0.7246	0	0.4827
RUIDOSO	0.2702	1	-0.7535	14	-1.6047
SILVER CITY	0.2521	1	-0.0814	0	0.4827
ARTESIA	0.3382	0	0.7246	20	-1.4332
TAOS	0.2303	2	-0.6391	14	-0.8697
FARMINGTON	0.2586	1	0.2812	0	0.4827
CIMARRON	0.1538	0	0.7246	0	0.4827
TEXICO	0.3571	0	0.7246	0	0.4827
QUEMADO	0.1552	1	-1.4921	0	0.4827
CAPITAN	0.1744	0	0.7246	0	0.4827
CARLSBAD	0.2727	1	0.1704	53	-2.5112
POJOAQUE	0.2855	1	-0.7535	0	0.4827
MORA	0.1717	1	-1.0488	0	0.4827
CHAMA	0.1875	1	-0.5425	0	0.4827
FORT SUMNER	0.3830	1	-1.4921	0	0.4827
RESERVE	0.1373	0	0.7246	0	0.4827
ALAMOGORDO	0.1562	0	0.7246	63	-2.6582
SAN JON	0.0909	1	-1.4921	0	0.4827
MELROSE	0.0678	0	0.7246	0	0.4827
RIO RANCHO	0.1069	0	0.7246	52	-0.6492
CLOUDCROFT	0.0693	0	0.7246	0	0.4827
LOS ALAMOS	0.0414	0	0.7246	0	0.4827
LAKE ARTHUR	0.3409	1	-1.4921	0	0.4827
MAXWELL	0.1111	1	-1.4921	1	-2.1682
GRADY	0.1765	0	0.7246	0	0.4827
VAUGHN	0.2500	0	0.7246	0	0.4827
ROY	0.0714	1	-2.2307	0	0.4827
MOSQUERO	0.2000	0	0.7246	0	0.4827
CORONA	0.1111	0	0.7246	0	0.4827
HONDO	0.1829	0	0.7246	0	0.4827
WAGON MOUND	0.1667	0	0.7246	0	0.4827
ELIDA	.	0	0.7246	0	0.4827
DES MOINES	0.0455	1	-2.2307	0	0.4827

DISTRICT	Number of GRADS Programs in District (Z)	Students not proficient in math or reading (Z)	Percent free and reduced meals (Z)	# 25 and over who have not graduated from HS	% 25 & over that have not graduated from HS (Z)
HOUSE	3.4814	1.5421	-1.2828	59	20.5
MAGDALENA	0.3813	0.6807	0.8552	470	28.5
HATCH	0.6598	2.2645	1.6723	1159	47.1
GADSDEN	0.4033	0.1574	1.5126	13691	44.1
DEXTER	-0.8499	-0.9380	0.7631	783	38.4
DEMING	0.0662	0.6190	0.7078	4897	30.5
ESPANOLA	1.7152	1.6323	0.2347	5307	22.8
EUNICE	-0.2563	1.5909	-0.4288	590	30.0
ZUNI	0.3667	1.1325	1.2730	1554	23.0
ESTANCIA	0.8430	0.8059	0.2654	1322	36.7
CUBA	1.0776	1.2341	0.0381	1083	38.8
GALLUP	1.4220	0.2484	0.6893	10394	31.9
DULCE	1.5246	0.7604	1.1378	356	19.3
WEST LAS VEGAS	0.5865	0.6815	0.8122	1619	21.7
TUCUMCARI	0.5939	-1.9018	0.9412	1186	25.5
QUESTA	-1.0038	1.4064	0.8614	516	16.5
LOVING	-0.4615	0.1371	1.2361	349	30.5
JEMEZ MOUNTAIN	-0.4981	1.1163	1.0088	239	20.1
BLOOMFIELD	0.5352	-0.4472	-0.0479	3017	27.6
HAGERMAN	0.0735	-0.2318	0.7569	591	33.1
TULAROSA	-0.3955	0.1298	0.1610	1121	20.1
CARRIZOZO	-1.1870	-0.1733	1.3283	376	27.5
BELEN	0.9090	1.1033	0.4252	3741	19.6
JAL	-0.4395	0.3906	-0.5640	487	36.0
LORDSBURG	1.1289	-0.7154	0.2961	568	22.8
FLOYD	-0.6154	0.2216	0.3883	88	19.0
SANTA FE	1.0776	0.1883	-0.1831	11426	13.7
MOUNTAIN AIR	0.2348	-0.6252	0.7753	192	16.0
TATUM	-0.3882	-1.4719	-0.7790	213	24.2
HOBBS	0.3887	0.7376	-0.3367	6129	24.4
CLOVIS	0.2714	0.3711	-0.1155	4812	18.2
PECOS	0.5352	1.3365	0.3453	421	13.6
JEMEZ VALLEY	-0.4321	0.7295	0.0627	453	12.2
SANTA ROSA	-0.7106	1.0757	1.0334	649	20.0
CLAYTON	-0.3222	0.4443	-0.2629	413	17.3
ROSWELL	0.5133	-0.6463	0.2163	7886	22.3
RATON	0.8137	-0.0709	-0.0786	859	15.5
LAS VEGAS CITY	0.0735	0.7319	-0.2691	1495	16.9
SPRINGER	0.0296	-0.0831	0.6340	269	15.8
LOVINGTON	0.1248	0.1704	-0.0418	2877	34.3
LOS LUNAS	-0.0217	0.2314	0.1733	6241	20.6
GRANTS-CIBOLA	0.4546	0.4272	0.1917	4143	23.7
COBRE	-1.0331	0.4613	0.3699	1328	25.9
DORA	-1.1797	-0.7609	-1.1783	131	21.0
PENASCO	-0.4541	0.5938	1.0580	547	24.7
BERNALILLO	1.1289	0.8034	0.5726	2583	16.5
TRUTH OR CONSEQUENCE	0.6085	-0.0709	-3.6174	1367	16.1
LAS CRUCES	0.7185	-1.0567	1.3897	16722	18.4
LOGAN	0.3960	0.6580	-0.1093	150	16.6
SOCORRO	-0.3515	0.8449	0.3944	1251	16.6
MESA VISTA	-0.4688	0.6117	0.2654	276	17.1

DISTRICT	Number of GRADS Programs in District (Z)	Students not proficient in math or reading (Z)	Percent free and reduced meals (Z)	# 25 and over who have not graduated from HS	% 25 & over that have not graduated from HS (Z)
PORTALES	0.3520	-0.3123	0.1118	2180	22.7
MORIARTY	0.8724	0.0875	-0.9756	1476	9.6
AZTEC	0.5572	-0.5675	-1.1046	1334	13.1
CENTRAL	1.0409	0.5873	0.4927	4395	22.7
ALBUQUERQUE	0.7038	-0.7552	-0.5885	58464	13.7
ANIMAS	-1.7073	-0.6252	-0.5517	144	20.9
RUIDOSO	-0.3955	-0.0636	-0.1155	1248	13.1
SILVER CITY	0.1688	-0.2806	-0.3797	1719	11.0
ARTESIA	0.0882	-0.0669	-1.2766	2781	25.7
TAOS	0.4033	-0.6113	1.0149	1659	9.2
FARMINGTON	0.5939	-0.9624	-1.0125	6014	16.4
CIMARRON	-0.9598	0.0518	-0.5333	222	9.2
TEXICO	-1.7073	-2.3032	-1.0309	323	30.6
QUEMADO	-0.9158	-0.3862	0.1610	219	14.8
CAPITAN	0.8504	-0.4854	-0.0909	184	6.0
CARLSBAD	0.0149	0.0965	-0.4657	3669	16.5
POJOAQUE	-0.1170	0.1761	-0.5271	992	15.5
MORA	-0.0144	-1.1330	0.9474	388	13.8
CHAMA	-1.7073	0.4443	0.3207	341	13.8
FORT SUMNER	-1.5827	-0.9949	-0.4350	276	21.0
RESERVE	-1.5021	-0.9949	0.6586	227	13.2
ALAMOGORDO	0.7991	0.0453	-0.7053	2816	9.9
SAN JON	-0.9525	-2.5007	-0.1523	41	9.6
MELROSE	-1.7073	-1.7336	-1.5162	103	12.8
RIO RANCHO	0.2128	-1.5702	-1.5961	3523	6.7
CLOUDCROFT	-0.8865	-1.6734	-1.9033	111	4.6
LOS ALAMOS	-1.0331	-3.1711	-4.1887	90	0.7
LAKE ARTHUR	0.4326	#VALUE!	1.2607	146	36.0
MAXWELL	-1.6340	#VALUE!	0.0995	38	14.2
GRADY	-0.9232	#VALUE!	-0.8220	32	12.5
VAUGHN	1.3267	#VALUE!	0.6279	95	24.6
ROY	-1.7073	#VALUE!	-1.3196	43	12.7
MOSQUERO	#VALUE!	#VALUE!	-1.0493	15	7.2
CORONA	-1.2530	#VALUE!	0.3821	36	10.1
HONDO	-0.9158	#VALUE!	1.1747	190	24.0
WAGON MOUND	2.9390	#VALUE!	1.0027	102	17.5
ELIDA	-1.7073	0.6247	-1.1169	48	14.6
DES MOINES	-0.0950	#VALUE!	-0.3489	45	9.5

DISTRICT	TotSchs	TitleI	Percent Title I Elem Schools in District (Z)	PersSal	Total pupil enrollment
HOUSE	3	3	1.0000	1703814	92
MAGDALENA	3	3	1.0000	2312439	463
HATCH	5	5	1.0000	4510470	1390
GADSDEN	21	18	0.8571	47225132	13865
DEXTER	3	3	1.0000	4211161	1057
DEMING	10	9	0.9000	19423940	5281
ESPANOLA	16	15	0.9375	16231052	4409
EUNICE	3	2	0.6667	2189138	589
ZUNI	5	5	1.0000	7328701	1434
ESTANCIA	6	5	0.8333	4135127	959
CUBA	3	3	1.0000	2987398	727
GALLUP	35	35	1.0000	39707004	12507
DULCE	3	3	1.0000	3182649	681
WEST LAS VEGAS	10	9	0.9000	8510795	1728
TUCUMCARI	3	2	0.6667	4683721	1077
QUESTA	6	5	0.8333	2272375	491
LOVING	3	1	0.3333	2954597	620
JEMEZ MOUNTAIN	6	5	0.8333	2206909	373
BLOOMFIELD	7	4	0.5714	13450943	3134
HAGERMAN	3	2	0.6667	1625468	433
TULAROSA	4	4	1.0000	4304061	975
CARRIZOZO	3	3	1.0000	1081637	193
BELEN	10	10	1.0000	16044986	4664
JAL	3	1	0.3333	2059655	405
LORDSBURG	5	4	0.8000	3065998	681
FLOYD	3	3	1.0000	1255419	244
SANTA FE	28	20	0.7143	45956560	12090
MOUNTAIN AIR	3	3	1.0000	1599004	319
TATUM	3	2	0.6667	1460027	309
HOBBS	16	8	0.5000	24629204	7943
CLOVIS	16	11	0.6875	25140163	7968
PECOS	3	2	0.6667	3100283	676
JEMEZ VALLEY	5	5	1.0000	2402323	511
SANTA ROSA	5	5	1.0000	3057331	634
CLAYTON	4	4	1.0000	3353746	601
ROSWELL	21	19	0.9048	36407048	9751
RATON	5	4	0.8000	4671728	1369
LAS VEGAS CITY	8	7	0.8750	7687200	2003
SPRINGER	4	3	0.7500	1245245	197
LOVINGTON	8	6	0.7500	11888678	2906
LOS LUNAS	17	13	0.7647	35149111	8622
GRANTS-CIBOLA	11	11	1.0000	14491464	3545
COBRE	6	5	0.8333	7550701	1434
DORA	2	2	1.0000	1242337	246
PENASCO	3	1	0.3333	2898756	517
BERNALILLO	10	7	0.7000	14617050	3289
TRUTH OR CONSEQUENCE	5	4	0.8000	4907997	1498
LAS CRUCES	35	18	0.5143	68760308	23745
LOGAN	3	2	0.6667	1008399	227
SOCORRO	6	6	1.0000	2650675	1726
MESA VISTA	4	4	1.0000	2158648	415

DISTRICT	TotSchs	Titel	Percent Title I Elem Schools in District (Z)	PersSal	Total pupil enrollment
PORTALES	7	6	0.8571	11247504	2799
MORIARTY	8	5	0.6250	13367051	3424
AZTEC	6	3	0.5000	11376679	3088
CENTRAL	18	18	1.0000	31437878	6759
ALBUQUERQUE	139	90	0.6475	261056069	89845
ANIMAS	3	2	0.6667	1405910	258
RUIDOSO	6	4	0.6667	8827876	2267
SILVER CITY	8	5	0.6250	10538866	3086
ARTESIA	10	6	0.6000	10864692	3573
TAOS	9	8	0.8889	13332908	2973
FARMINGTON	18	9	0.5000	35354702	10408
CIMARRON	6	5	0.8333	2766678	496
TEXICO	3	2	0.6667	2628630	539
QUEMADO	3	2	0.6667	1008540	178
CAPITAN	3	1	0.3333	2271067	499
CARLSBAD	15	8	0.5333	22337667	6021
POJOAQUE	5	1	0.2000	8010381	1979
MORA	4	2	0.5000	2390913	541
CHAMA	5	2	0.4000	2185783	407
FORT. SUMNER	3	1	0.3333	2024861	331
RESERVE	3	1	0.3333	1042085	170
ALAMOGORDO	16	11	0.6875	17629457	6214
SAN JON	3	3	1.0000	755206	149
MELROSE	3	2	0.6667	1158186	219
RIO RANCHO	18	4	0.2222	59315268	16016
CLOUDCROFT	3	1	0.3333	2319372	436
LOS ALAMOS	1	1	1.0000	2609288	714
LAKE ARTHUR	3	2	0.6667	1070161	161
MAXWELL	3	2	0.6667	860724	96
GRADY	3	1	0.3333	846562	125
VAUGHN	2	2	1.0000	701507	96
ROY	2	2	1.0000	640880	58
MOSQUERO
CORONA	2	2	1.0000	2196902	87
HONDO	2	2	1.0000	1186092	154
WAGON MOUND	2	2	1.0000	1285198	77
ELIDA	2	1	0.5000	1026474	112
DES MOINES	2	2	1.0000	659978	82

DISTRICT	Average dollars spent on teacher salary per pupil	Total Elem Schools in District receiving a grade	TotDF	PctDF	Percent of Elem Schools receiving a D or F	Cumulative Z Score
HOUSE	18520	1	0	0.0000	0.00	8.2795
MAGDALENA	4994	1	1	1.0000	100.00	7.5296
HATCH	3245	2	1	0.5000	50.00	7.2356
GADSDEN	3406	12	3	0.2500	25.00	6.6560
DEXTER	3984	1	1	1.0000	100.00	5.8671
DEMING	3678	5	4	0.8000	80.00	5.4907
ESPANOLA	3681	11	3	0.2727	27.27	4.9900
EUNICE	3717	1	1	1.0000	100.00	4.7777
ZUNI	5111	2	1	0.5000	50.00	4.6617
ESTANCIA	4312	1	0	0.0000	0.00	4.6291
CUBA	4109	1	0	0.0000	0.00	4.3239
GALLUP	3175	18	8	0.4444	44.44	4.0649
DULCE	4673	1	1	1.0000	100.00	3.4424
WEST LAS VEGAS	4925	4	1	0.2500	25.00	3.4263
TUCUMCARI	4349	1	1	1.0000	100.00	3.2236
QUESTA	4628	3	3	1.0000	100.00	3.0541
LOVING	4765	1	1	1.0000	100.00	2.7818
JEMEZ MOUNTAIN	5917	2	0	0.0000	0.00	2.6202
BLOOMFIELD	4292	3	2	0.6667	66.67	2.4060
HAGERMAN	3754	1	0	0.0000	0.00	2.3870
TULAROSA	4414	1	0	0.0000	0.00	2.3814
CARRIZOZO	5604	1	0	0.0000	0.00	2.1056
BELEN	3440	7	2	0.2857	28.57	1.9064
JAL	5086	1	1	1.0000	100.00	1.8348
LORDSBURG	4502	2	1	0.5000	50.00	1.6432
FLOYD	5145	1	0	0.0000	0.00	1.6321
SANTA FE	3801	17	9	0.5294	52.94	1.4716
MOUNTAIN AIR	5013	1	1	1.0000	100.00	1.3096
TATUM	4725	1	1	1.0000	100.00	1.2149
HOBBS	3101	11	8	0.7273	72.73	1.1700
CLOVIS	3155	12	6	0.5000	50.00	1.0317
PECOS	4586	1	0	0.0000	0.00	0.9620
JEMEZ VALLEY	4701	1	1	1.0000	100.00	0.9417
SANTA ROSA	4822	2	0	0.0000	0.00	0.8809
CLAYTON	5580	2	0	0.0000	0.00	0.8777
ROSWELL	3734	12	5	0.4167	41.67	0.7648
RATON	3413	2	1	0.5000	50.00	0.6258
LAS VEGAS CITY	3838	5	3	0.6000	60.00	0.6076
SPRINGER	6321	1	0	0.0000	0.00	0.3542
LOVINGTON	4091	2	0	0.0000	0.00	0.2667
LOS LUNAS	4077	10	2	0.2000	20.00	0.2198
GRANTS-CIBOLA	4088	7	1	0.1429	14.29	0.2014
COBRE	5265	4	0	0.0000	0.00	0.0052
DORA	5050	1	0	0.0000	0.00	-0.0231
PENASCO	5607	1	0	0.0000	0.00	-0.1120
BERNALILLO	4444	5	3	0.6000	60.00	-0.2521
TRUTH OR CONSEQUENCE	3276	3	2	0.6667	66.67	-0.2596
LAS CRUCES	2896	23	12	0.5217	52.17	-0.2764
LOGAN	4442	1	0	0.0000	0.00	-0.4225
SOCORRO	1536	4	3	0.7500	75.00	-0.8296
MESA VISTA	5202	2	0	0.0000	0.00	-1.1140

DISTRICT	Average dollars spent on teacher salary per pupil	Total Elem Schools in District receiving a grade	TotDF	PctDF	Percent of Elem Schools receiving a D or F	Cumulative Z Score
PORTALES	4018	1	0	0.0000	0.00	-1.3069
MORIARTY	3904	5	2	0.4000	40.00	-1.5258
AZTEC	3684	3	2	0.6667	66.67	-1.5564
CENTRAL	4651	9	3	0.3333	33.33	-1.8002
ALBUQUERQUE	2906	85	28	0.3294	32.94	-2.0344
ANIMAS	5449	1	0	0.0000	0.00	-2.1684
RUIDOSO	3894	1	1	1.0000	100.00	-2.4856
SILVER CITY	3415	5	1	0.2000	20.00	-2.5183
ARTESIA	3041	6	0	0.0000	0.00	-2.5990
TAOS	4485	3	0	0.0000	0.00	-2.6288
FARMINGTON	3397	10	3	0.3000	30.00	-2.6497
CIMARRON	5578	2	0	0.0000	0.00	-2.8646
TEXICO	4877	1	0	0.0000	0.00	-2.8718
QUEMADO	5666	2	1	0.5000	50.00	-3.5007
CAPITAN	4551	1	0	0.0000	0.00	-3.7541
CARLSBAD	3710	8	3	0.3750	37.50	-4.1302
POJOAQUE	4048	2	0	0.0000	0.00	-4.4747
MORA	4419	1	0	0.0000	0.00	-4.4823
CHAMA	5370	2	0	0.0000	0.00	-4.6894
FORT SUMNER	6117	1	0	0.0000	0.00	-4.9116
RESERVE	6130	1	0	0.0000	0.00	-4.9641
ALAMOGORDO	2837	10	3	0.3000	30.00	-4.9946
SAN JON	5068	1	0	0.0000	0.00	-7.3010
MELROSE	5289	1	0	0.0000	0.00	-7.6835
RIO RANCHO	3704	8	1	0.1250	12.50	-9.1486
CLOUDCROFT	5320	1	0	0.0000	0.00	-9.5128
LOS ALAMOS	3654	5	0	0.0000	0.00	-11.8212
LAKE ARTHUR	6647	1	0	0.0000	0.00	
MAXWELL	8966	1	1	1.0000	100.00	
GRADY	6772	1	0	0.0000	0.00	
VAUGHN	7307	0	0			
ROY	11050	0	0			
MOSQUERO		1	0	0.0000	0.00	
CORONA	25252	1	0	0.0000	0.00	
HONDO	7702	1	1	1.0000	100.00	
WAGON MOUND	16691	1	0	0.0000	0.00	
ELIDA	9165	1	0	0.0000	0.00	
DES MOINES	8049	1	0	0.0000	0.00	

School District Indicators Data Dictionary

EARLY CHILDHOOD INVESTMENT ZONES PLANNING

DATA DICTIONARY

VARIABLE	DEFINITION	SOURCE
DIST_CODE	Numeric code for school district (NMPED)	NMPED & NCES
DISTRICT	Short name for School District	NMPED & NCES
DISTLONG	Full name for School District	NMPED & NCES
TotB0307	Total births in school district, 2003-2007.	NMDOH, VITAL RECORDS
PNMBth	Births in School District as Percent of Total NM Births, 2003-2007.	
MAbth	Mean Annual Births, 2003 to 2007	NMDOH, VITAL RECORDS
EGESTunk	Number Births with UNknown Estimated Gestation Time	NMDOH, VITAL RECORDS
EGEST37o	Number Births with Estimated Gestation Time less than 37 weeks	NMDOH, VITAL RECORDS
EGESTu37	Number Births with Estimated Gestation Time 37 weeks or more	NMDOH, VITAL RECORDS
EGESTknw	Number Births with Known Estimated Gestation Time	NMDOH, VITAL RECORDS
PEGSTu37	Percent Births with Estimated Gestation Time less than 37 weeks	NMDOH, VITAL RECORDS
BWTunk	Number Births with UNknown birthweight	NMDOH, VITAL RECORDS
BWT2500o	Number Births with birthweight of 2500 grams or more	NMDOH, VITAL RECORDS
BWTu2500	Number Births with birthweight of less than 2500 grams	NMDOH, VITAL RECORDS
BWTknw	Number Births with known birthweight	NMDOH, VITAL RECORDS
PLBWT	Percent Births with birthweight of less than 2500 grams	NMDOH, VITAL RECORDS
PN1st	Number Births for which Mother began PreNatal Care in First Trimester	NMDOH, VITAL RECORDS
PN2nd	Number Births for which Mother began PreNatal Care in Second Trimester	NMDOH, VITAL RECORDS
PN3rd	Number Births for which Mother began PreNatal Care in Third Trimester	NMDOH, VITAL RECORDS
PN_None	Number Births for which Mother began PreNatal Care in First Trimester	NMDOH, VITAL RECORDS
PNUnk	Number Births for which Mother's PreNatal Care level is UNknown	NMDOH, VITAL RECORDS
PNKnw	Number Births for which Mother's PreNatal Care level is Known	NMDOH, VITAL RECORDS
PN3rdNon	Number births with late (3rd trimester) or no prenatal care	NMDOH, VITAL RECORDS
PPN3rdNo	Percent births with late (3rd trimester) or no prenatal care	NMDOH, VITAL RECORDS
MOMEDunk	Number of Births to mothers whose education level is UNknown	NMDOH, VITAL RECORDS
MOMED12o	Number of Births to mothers who completed high school or higher	NMDOH, VITAL RECORDS
MOMEDu12	Number of Births to mothers who did not complete high school	NMDOH, VITAL RECORDS
MOMEDknw	Number of Births to mothers whose education level is known	NMDOH, VITAL RECORDS
PMMEDu12	Percent Births to mothers who did not complete high school	NMDOH, VITAL RECORDS
Bu15	Number Births to mothers under 15 years of age	NMDOH, VITAL RECORDS
B1517	Number Births to mothers 15 to 17 years of age	NMDOH, VITAL RECORDS
B1819	Number Births to mothers 18 to 19 years of age	NMDOH, VITAL RECORDS
B2024	Number Births to mothers 20 to 24 years of age	NMDOH, VITAL RECORDS
B25Over	Number Births to mothers 25 years of age or older	NMDOH, VITAL RECORDS

ESTFERTRT	Estimated fertility ratio - Total births to women of age less than 20 years, 2003-2007 divided by Total female High School population (2003-2007 person years) times 1000	derived
MAGEUnk	Number Births to mothers with unknown age	NMDOH, VITAL RECORDS
MAGEknw	Number Births to mothers for whom age is known	NMDOH, VITAL RECORDS
MAGEu20	Number of Births to mothers under age 20	NMDOH, VITAL RECORDS
PMAGEu20	Percent of Births to mothers under age 20	NMDOH, VITAL RECORDS
PBREPU20	Percent of mothers who gave birth 2 or more times before age 20	NMDOH, VITAL RECORDS
SM7ZPOP	Title X Adolescent Reproductive Risk Index: The sum of 7 standard deviations, including that for a state population percentage: (:zPnmTOTBths + :zEstFertRt + :zPBRepUnd20 + :zPLoNPNC + :zPEstGesPre + :zPBWLow + :zPSFRPM10)	derived
DCODE	Numeric code for school district	
FHSP0307	Total female High School population (2003-2007 person years)	NMPED & NCES
mFHSPyr	Mean female High School population per year (2003-2007 person years/5)	NMPED & NCES
NMSCHs	Number of Schools in District , including alternate, private, public and charter according to PSFA File prepared by UNM-EDAC	NMPED, UNM-EDAC (PSFA)
SBHCS	Number of School Based Health Centers	NMASBHC
PSCSBHCS	Percent of Schools that have a School Based Health Centers	NMASBHC
SBHCTITX	Number of School Based Health Centers that have Title X contracts	NMDOH, PHD, MCH
FTPxU20	Number of Females under 20 seen at the Title X SBHC in 2010	NMDOH, PHD, MCH
MTPxU20	Number of Males under 20 seen at the Title X SBHC	NMDOH, PHD, MCH
BTPxU20	Number of Females and Males under 20 seen at the Title X SBHC	NMDOH, PHD, MCH
GRADS	Number of GRADS programs in District	GRADS
GRPART10	Number of participants in GRADS programs during 2010	GRADS
PFGRDPRT	Percent of female HS. Students that were participants in GRADS programs during 2011	GRADS
TOPCUID	Number of TOP or Cuidate programs in District	NMDOH, PHD, MCH
GRD_F	Percent Female High School Graduation, 2009, NMPED	NMPED & NCES
GRD_H	Percent Hispanic High School Graduation, 2009, NMPED	NMPED & NCES
GRD_M	Percent Male High School Graduation, 2009, NMPED	NMPED & NCES
GRD_T	Percent Total High School Graduation, 2009, NMPED	NMPED & NCES
GRD_W	Percent Non-Hispanic White High School Graduation, 2009, NMPED	NMPED & NCES
invGRA10	Percent of students who did not graduate 4 years after entering 9th grade, school year 2009-2010. (note: there are no zeros, but there are missing values due to low numbers of students assessed)	NMPED & NCES
invPRF10	Percent of students who did not score proficient or above in combined reading and math standard based assessment test, school year 2009-2010. (note: there are no zeros, but there are missing values due to low numbers of students assessed)	NMPED & NCES
PSFRPM10	Percent of students receiving free or reduced priced meals, school year 2009-2010 (note: only Los Alamos SD is rated zero)	NMPED & NCES

DSCdACS	US Census School District Code	US Census American Factfinder, ACS. 06-10 5.yr, S0101.
TotPop	Total Population	US Census American Factfinder, ACS. 06-10 5.yr, S0101.
Und18	Population Under Age 18	US Census American Factfinder, ACS. 06-10 5.yr, S0101.
PUnd18	Percent Population Under Age 18.	US Census American Factfinder, ACS. 06-10 5.yr, S0101.
PUnd5	Percent Population Under Age 5	US Census American Factfinder, ACS. 06-10 5.yr, S0101.
P5to14	Percent Population Under Age 5 to 14	US Census American Factfinder, ACS. 06-10 5.yr, S0101.
P15to17	Percent Population Under Age 15 to 17.	US Census American Factfinder, ACS. 06-10 5.yr, S0101.
POPTOTPV	Population for whom poverty status is determined.	US Census American Factfinder, ACS. 06-10 5.yr, S1701
UND1FPL	Population Below poverty level	US Census American Factfinder, ACS. 06-10 5.yr, S1701
PUND1FPL	Percent Population below poverty level.	US Census American Factfinder, ACS. 06-10 5.yr, S1701
POP16o	Population 16 years and over.	US Census American Factfinder, ACS. 06-10 5.yr, S2301
POP16oWF	Population 16 years and over In labor force.	US Census American Factfinder, ACS. 06-10 5.yr, S2301
PEM16o	Percent Employed Population 16 years and over.	US Census American Factfinder, ACS. 06-10 5.yr, S2301
PUNEM16o	Percent UNEmployed Population 16 years and over.	US Census American Factfinder, ACS. 06-10 5.yr, S2301
POP25o	Population 25 years and over.	US Census American Factfinder, ACS. 06-10 5.yr, S1501
PP25o12o	Percent Population 25 years and over high school graduate or higher.	US Census American Factfinder, ACS. 06-10 5.yr, S1501
PO25on12	Population 25 years and over without high school graduation	US Census American Factfinder, ACS. 06-10 5.yr, S1501
PP25on12	Percent Population 25 years and over without high school graduation	US Census American Factfinder, ACS. 06-10 5.yr, S1501.
SDCodeN	Numeric code for school district (NMPED)	

nmSDNAME	Short name for School District	
TotSchs	Total Number of Schools in NCES-ARRA report - all levels - in district	NCES, 2008-2009
nonTitleI	Number of Schools that are NOT Title I schools	NCES, 2008-2009
TitleI	Number of Schools that are Title I schools	NCES, 2008-2009
PctTitl	Percent Schools that are Title I schools	NCES, 2008-2009
Element	Number of Elementary Schools	NCES, 2008-2009
High	Number of High Schools	NCES, 2008-2009
Middle	Number of Middle Schools	NCES, 2008-2009
NonStand	Number of Non-Standard Schools	NCES, 2008-2009
PersSal	Total dollars expended on personnel salaries	NCES, 2008-2009
EDFEnrl	Enrollment	NCES, 2008-2009
PPupPS	Dollars expended on personnel salaries per pupil	NCES, 2008-2009
FRPL	Number of pupils receiving free or reduced price meals	NCES, 2008-2009
pFRPL	Percent pupils receiving free or reduced price meals	NCES, 2008-2009
A	Number of Schools Graded 'A'	NMPED, 2011-2012
B	Number of Schools Graded 'B'	NMPED, 2011-2012
C	Number of Schools Graded 'C'	NMPED, 2011-2012
D	Number of Schools Graded 'D'	NMPED, 2011-2012
F	Number of Schools Graded 'F'	NMPED, 2011-2012
TotESGr	Number of Schools Receiving a Grade	NMPED, 2011-2012
TotDF	Number of Schools Graded 'D' or 'F'	NMPED, 2011-2012
PctDF	Percent Schools Graded 'D' or 'F' (decimal)	NMPED, 2011-2012
PctDF100	Percent Schools Graded 'D' or 'F' (percent)	NMPED, 2011-2012
SDCODE		
CHDRNAN	Children subjected to Substantiated Abuse or Neglect, FY2007-2011.	CYFD, FY2007-2011.
CHANRATE	Victim Rate of Substantiated Child Abuse or Neglect: Children (CHDRNAN) per 1000 pop under 18 (Und18)	derived
EVENTSAN	Events of Substantiated Child Abuse or Neglect, FY2007-2011.	CYFD, FY2007-2011.
INCANRAT	Incidence Rate of Substantiated Child Abuse or Neglect: Events (EVENTSAN) per 1000 pop. under 18 (Und18)	derived

New Mexico County Level Indicators

Table 1

COUNTY	Z- Rank	Total Population 2010	Population age 0-19 2010	Population age 0-4 2010	Adolescent Births/1000 girls 15-19 2006-2010	adolescent birth Z
Quay	1	9,012	2,180	518	93.3	1.5510
Luna	2	25,092	7,358	1,822	104.9	2.1241
Sierra	3	11,955	2,107	566	65.5	0.1773
Rio Arriba	4	40,216	10,975	2,711	76.3	0.7109
McKinley	5	71,402	24,925	6,149	65.9	0.1971
Torrance	6	16,367	4,340	924	48.5	-0.6627
Guadalupe	7	4,686	1,119	266	55.4	-0.3218
Harding	8	692	101	28	35.4	-1.3100
Colfax	9	13,737	3,134	722	56.9	-0.2477
Cibola	10	27,249	7,535	1,888	87	1.2397
Lea	11	64,940	21,030	5,948	93.9	1.5806
APS-RG Cluster						
Valencia	12	76,809	22,408	5,281	55.7	-0.3070
Grant	13	29,472	7,160	1,772	71.5	0.4738
San Miguel	14	29,370	7,566	1,613	46.8	-0.7467
Lincoln	15	20,520	4,268	974	63.1	0.0587
Curry	16	48,455	15,174	4,292	90.8	1.4274
Dona Ana	17	209,944	64,337	15,572	67.6	0.2811
Chaves	18	65,737	20,778	5,275	76.2	0.7060
San Juan	19	130,501	41,626	10,920	67.8	0.2909
Taos	20	33,003	7,448	1,816	53.2	-0.4305
Socorro	21	17,902	5,005	1,198	74.6	0.6269
Eddy	22	53,873	15,524	3,831	79.6	0.8740
Bernalillo	23	665,483	178,910	45,463	51.3	-0.5244
Santa Fe	24	144,546	33,390	8,223	51.8	-0.4997
Otero	25	63,892	17,647	4,786	55.6	-0.3119
Sandoval	26	132,509	38,662	9,138	38.9	-1.1371
Mora	27	4,873	1,137	247	37.3	-1.2161
Hidalgo	28	4,868	1,379	327	69.4	0.3700
Roosevelt	29	19,822	6,266	1,576	63.7	0.0883
De Baca	30	2,016	478	113	61.1	-0.0401
Union	31	4,557	1,025	257	45.2	-0.8258
Catron	32	3,729	623	153	25.9	-1.7795
Los Alamos	33	17,939	4,595	958	13	-2.4169

COUNTY	% All Births that Were Pre-Term (less than 37 weeks) 2008-2010	preterm Z	% Low and Very Low Birth Weight Infants 2008-2010	lbw Z	Number of live births 2002-2010	Number of deaths age 0 2002-2010	Infant Mortality Rate/1000 live births 2002-2010
Quay	14.50%	0.3488	11.40%	0.4390	980	11	11.22
Luna	13%	-0.0201	8.50%	-0.3815	3,705	19	5.13
Sierra	13.20%	0.0291	10%	0.0429	979	9	9.19
Rio Arriba	15.10%	0.4964	11.30%	0.4107	6,001	25	4.17
McKinley	14%	0.2259	7.70%	-0.6079	11,922	93	7.80
Torrance	13.60%	0.1275	10.70%	0.2409	1,608	20	12.44
Guadalupe	14.20%	0.2750	12.70%	0.8068	429	2	4.66
Harding	33.30%	4.9732	26.70%	4.7680	41	1	24.39
Colfax	14.40%	0.3242	12.60%	0.7785	1,382	11	7.96
Cibola	15.20%	0.5210	9.20%	-0.1835	3,795	25	6.59
Lea	15%	0.4718	9.20%	-0.1835	9,665	56	5.79
APS-RG Cluster							
Valencia	12.40%	-0.1677	8.10%	-0.4947	8,716	46	5.28
Grant	13.20%	0.0291	8.90%	-0.2684	3,328	19	5.71
San Miguel	10.70%	-0.5859	10%	0.0429	3,264	19	5.82
Lincoln	12.90%	-0.0447	9.40%	-0.1269	1,996	9	4.51
Curry	12.60%	-0.1185	7.80%	-0.5796	7,942	43	5.41
Dona Ana	12.20%	-0.2169	7.80%	-0.5796	29,591	129	4.36
Chaves	13.60%	0.1275	8.30%	-0.4381	9,059	69	7.62
San Juan	11.40%	-0.4137	6.90%	-0.8342	18,815	111	5.90
Taos	13%	-0.0201	9.90%	0.0146	3,246	17	5.24
Socorro	12.60%	-0.1185	9.10%	-0.2118	2,233	14	6.27
Eddy	12.40%	-0.1677	7.70%	-0.6079	6,717	43	6.40
Bernalillo	12%	-0.2661	8.50%	-0.3815	82,339	461	5.60
Santa Fe	10.40%	-0.6597	9.10%	-0.2118	14,715	71	4.83
Otero	11.70%	-0.3399	8.80%	-0.2967	7,792	54	6.93
Sandoval	12.70%	-0.0939	8.60%	-0.3532	13,032	70	5.37
Mora	11.40%	-0.4137	12.10%	0.6370	405	3	7.41
Hidalgo	6%	-1.7420	5.50%	-1.2304	555	4	7.21
Roosevelt	12.50%	-0.1431	6.70%	-0.8908	2,821	18	6.38
De Baca	10.50%	-0.6351	7.90%	-0.5513	185	1	5.41
Union	9.70%	-0.8318	9.70%	-0.0420	416	1	2.40
Catron	10.30%	-0.6843	13.80%	1.1180	187	0	0.00
Los Alamos	12%	-0.2661	10.40%	0.1560	1,670	8	4.79

Table 1

COUNTY	IMR Z	% Residents under 100% poverty	poverty Z	Juvenile Arrests 2011	Juvenile arrest rate/100000	juvenile arrest Z	#DV incidents 2010
Quay	1.1853	24.6	0.6264	91	4174	0.3170	79
Luna	-0.3811	30.7	1.7373	317	4308	0.4128	90
Sierra	0.6633	21.2	0.0072	104	4936	0.8619	163
Rio Arriba	-0.6284	21.0	-0.0293	433	3945	0.1531	550
McKinley	0.3056	32.6	2.0834	575	2307	-1.0192	1022
Torrance	1.4971	23.8	0.4807	157	3618	-0.0814	90
Guadalupe	-0.5009	23.7	0.4625	62	5541	1.2946	35
Harding	4.5684	13.5	-1.3952	0	0	-2.6698	0
Colfax	0.3464	17.9	-0.5938	117	3733	0.0014	101
Cibola	-0.0061	27.6	1.1728	191	2535	-0.8561	264
Lea	-0.2100	18.0	-0.5756	951	4522	0.5658	398
APS-RG Cluster							
Valencia	-0.3427	22.5	0.2439	1129	5038	0.9352	136
Grant	-0.2319	18.9	-0.4117	349	4874	0.8178	290
San Miguel	-0.2031	25.7	0.8267	314	4150	0.2997	267
Lincoln	-0.5402	18.3	-0.5210	304	7123	2.4266	151
Curry	-0.3076	19.8	-0.2478	815	5371	1.1732	444
Dona Ana	-0.5787	25.4	0.7721	2898	4504	0.5531	1641
Chaves	0.2583	22.8	0.2986	1026	4938	0.8633	93
San Juan	-0.1829	23.9	0.4989	1238	2974	-0.5418	1326
Taos	-0.3531	18.6	-0.4663	333	4471	0.5292	237
Socorro	-0.0879	27.4	1.1363	120	2398	-0.9543	120
Eddy	-0.0539	16.6	-0.8306	690	4445	0.5104	412
Bernalillo	-0.2602	16.4	-0.8670	5477	3061	-0.4794	7969
Santa Fe	-0.4591	16.5	-0.8488	979	2932	-0.5719	1674
Otero	0.0819	21.8	0.1164	765	4335	0.4319	324
Sandoval	-0.3187	13.8	-1.3405	1105	2858	-0.6248	1494
Mora	0.2045	21.8	0.1164	15	1319	-1.7258	2
Hidalgo	0.1531	25.2	0.7357	54	3916	0.1320	28
Roosevelt	-0.0593	24.5	0.6082	199	3176	-0.3974	100
De Baca	-0.3099	18.6	-0.4663	19	3975	0.1743	0
Union	-1.0812	18.9	-0.4117	41	4000	0.1922	0
Catron	-1.6989	23.1	0.3532	8	1284	-1.7510	7
Los Alamos	-0.4679	3.2	-3.2710	109	2372	-0.9725	80

Table 1

COUNTY	DV Rate/1000 2010	dv Z	Graduation rates grades 9- 12 2010	INVERSE- GRAD RATE	INV-GRAD Z	% unemploye d/civilian labor force (June 2011)	unemployed Z
Quay	8.77	0.4648	75.8	24.2	-0.0239	8.7	0.0825
Luna	3.59	-0.7848	69.9	30.1	0.5435	18.7	3.5729
Sierra	13.63	1.6393	61.4	38.6	1.3609	6.8	-0.5807
Rio Arriba	13.68	1.6494	59.2	40.8	1.5725	8.7	0.0825
McKinley	14.31	1.8031	66.2	33.8	0.8993	9.6	0.3966
Torrance	5.50	-0.3235	66.9	33.1	0.8320	10.3	0.6410
Guadalupe	7.47	0.1519	84.7	15.3	-0.8798	10.4	0.6759
Harding	0.00	-1.6501	96.6	3.4	-2.0241	5.2	-1.1392
Colfax	7.35	0.1237	72.4	27.6	0.3031	8.6	0.0476
Cibola	9.69	0.6873	72	28	0.3415	7.8	-0.2316
Lea	6.13	-0.1715	74.4	25.6	0.1107	7.7	-0.2665
APS-RG Cluster							
Valencia	1.77	-1.2229	63.9	36.1	1.1205	10.1	0.5712
Grant	9.84	0.7238	81.5	18.5	-0.5720	10.9	0.8504
San Miguel	9.09	0.5431	73	27	0.2454	8.5	0.0127
Lincoln	7.36	0.1252	75.8	24.2	-0.0239	6.8	-0.5807
Curry	9.16	0.5606	82.2	17.8	-0.6394	5.4	-1.0693
Dona Ana	7.82	0.2357	67.4	32.6	0.7839	8.2	-0.0920
Chaves	1.41	-1.3088	75	25	0.0530	8.1	-0.1269
San Juan	10.16	0.8013	71.8	28.2	0.3608	9.6	0.3966
Taos	7.18	0.0824	74.6	25.4	0.0915	10	0.5363
Socorro	6.70	-0.0329	78.1	21.9	-0.2451	6.1	-0.8250
Eddy	7.65	0.1949	73.4	26.6	0.2069	6	-0.8599
Bernalillo	11.97	1.2389	64.7	35.3	1.0435	8.5	0.0127
Santa Fe	11.58	1.1439	55.8	44.2	1.8994	7.1	-0.4760
Otero	5.07	-0.4267	78.8	21.2	-0.3124	7.4	-0.3713
Sandoval	11.27	1.0700	63.7	36.3	1.1397	9.3	0.2919
Mora	0.41	-1.5511	82.1	17.9	-0.6297	15.7	2.5258
Hidalgo	5.75	-0.2624	81.1	18.9	-0.5336	7.9	-0.1967
Roosevelt	5.04	-0.4330	82.6	17.4	-0.6778	5.9	-0.8948
De Baca	0.00	-1.6501	88.9	11.1	-1.2837	5.7	-0.9646
Union	0.00	-1.6501	95	5	-1.8703	6.4	-0.7203
Catron	1.88	-1.1972	96.8	3.2	-2.0434	9.5	0.3617
Los Alamos	4.46	-0.5742	87.5	12.5	-1.1490	3.7	-1.6627

Table 1

COUNTY	Z- Rank	Total Population 2010	Population age 0-19 2010	Population age 0-4 2010	Adolescent Births/1000 girls 15-19 2006-2010	adolescent birth Z
Quay	1	9,012	2,180	518	93.3	1.5510
Luna	2	25,092	7,358	1,822	104.9	2.1241
Sierra	3	11,955	2,107	566	65.5	0.1773
Rio Arriba	4	40,216	10,975	2,711	76.3	0.7109
McKinley	5	71,402	24,925	6,149	65.9	0.1971
Torrance	6	16,367	4,340	924	48.5	-0.6627
Guadalupe	7	4,686	1,119	266	55.4	-0.3218
Harding	8	692	101	28	35.4	-1.3100
Colfax	9	13,737	3,134	722	56.9	-0.2477
Cibola	10	27,249	7,535	1,888	87	1.2397
Lea	11	64,940	21,030	5,948	93.9	1.5806
APS-RG Cluster						
Valencia	12	76,809	22,408	5,281	55.7	-0.3070
Grant	13	29,472	7,160	1,772	71.5	0.4738
San Miguel	14	29,370	7,566	1,613	46.8	-0.7467
Lincoln	15	20,520	4,268	974	63.1	0.0587
Curry	16	48,455	15,174	4,292	90.8	1.4274
Dona Ana	17	209,944	64,337	15,572	67.6	0.2811
Chaves	18	65,737	20,778	5,275	76.2	0.7060
San Juan	19	130,501	41,626	10,920	67.8	0.2909
Taos	20	33,003	7,448	1,816	53.2	-0.4305
Socorro	21	17,902	5,005	1,198	74.6	0.6269
Eddy	22	53,873	15,524	3,831	79.6	0.8740
Bernalillo	23	665,483	178,910	45,463	51.3	-0.5244
Santa Fe	24	144,546	33,390	8,223	51.8	-0.4997
Otero	25	63,892	17,647	4,786	55.6	-0.3119
Sandoval	26	132,509	38,662	9,138	38.9	-1.1371
Mora	27	4,873	1,137	247	37.3	-1.2161
Hidalgo	28	4,868	1,379	327	69.4	0.3700
Roosevelt	29	19,822	6,266	1,576	63.7	0.0883
De Baca	30	2,016	478	113	61.1	-0.0401
Union	31	4,557	1,025	257	45.2	-0.8258
Catron	32	3,729	623	153	25.9	-1.7795
Los Alamos	33	17,939	4,595	958	13	-2.4169

KEY INDICATORS TABLES AND MAPS, NEW MEXICO INVESTMENT ZONE SCHOOL DISTRICTS

TABLE 1, KEY INDICATORS FOR THE INVESTMENT ZONE SCHOOL DISTRICTS

DISTRICT	Population Under Age 6	Population Age 4	Population Age 4 AND under, 200% FPL	Percent of Population Age 4 Under, 200% FPL	Full Day Kindergarten Enrollment	Pre-K Sites	CYFD Pre-K Sites	PED Pre-K Sites	Children Funded, All Pre-K Sites	Children Funded, HALF day Pre-K Sites	Children Funded, FULL day Pre-K Sites	4 & 5 Star Licensed Sites	Capacity of 4 & 5 Star Licensed Sites	4 & 5 Star Capacity, % of Under 6	4 & 5 Star Subsidized Placements	4 & 5 Star Subsidized Placements, % of Under 6	Head Start and Early Head Start Sites
CHAMA	198	33	20	61.62	38	2	0	2	30	30	0	0	0	0	0	0	0
CIMARRON	182	30	22	72.53	26	0	0	0	0	0	0	1	65	35.71	9	4.95	1
CUBA	303	51	39	76.9	36	1	0	1	15	15	0	0	0	0	0	0	0
DEMING	2340	390	333	85.43	467	5	3	2	155	40	115	1	53	2.26	60	2.56	7
DEXTER	398	66	29	43.72	76	1	0	1	28	28	0	0	0	0	0	0	1
DULCE	423	71	33	46.81	49	0	0	0	0	0	0	0	0	0	0	0	2
ESPAÑOLA	3245	541	374	69.09	406	6	5	1	161	77	84	11	309	9.52	38	1.17	7
ESTANCIA	300	50	26	51	52	0	0	0	0	0	0	1	40	13.33	0	0	2
EUNICE	248	41	20	47.58	68	1	0	1	30	30	0	0	0	0	0	0	0
GADSDEN	6441	1074	897	83.54	1074	11	7	4	635	590	45	7	209	3.24	142	2.2	7
GALLUP	5976	996	685	68.79	877	11	3	8	321	281	40	1	27	0.45	20	0.33	18
GRANTS-CIBOLA	2346	391	275	70.2	300	4	1	3	120	40	80	3	67	2.86	41	1.75	5
HATCH	433	72	61	84.99	102	3	1	2	90	80	10	0	0	0	0	0	0
HOBBS	4843	807	452	56	815	3	1	2	130	130	0	3	285	5.88	97	2.0	4
HOUSE	9	2	2	100.0	3	0	0	0	0	0	0	0	0	0	0	0	0
JAL	133	22	8	35.34	36	1	0	1	33	33	0	0	0	0	0	0	0
JEMEZ MOUNTAIN	42	7	4	50	21	0	0	0	0	0	0	0	0	0	0	0	0
LOGAN	69	12	12	100.0	17	1	0	1	15	15	0	0	0	0	0	0	0
LOVINGTON	1565	261	131	50.1	348	0	0	0	0	0	0	2	125	7.99	12	0.77	1
MAGDALENA	132	22	20	89.39	21	1	0	1	10	10	0	0	0	0	0	0	2
MAXWELL	21	4	2	42.86	3	0	0	0	0	0	0	0	0	0	0	0	0
MESA VISTA	88	15	9	61.36	16	1	0	1	15	15	0	0	0	0	0	0	0
MOSQUERO	13	2	1	23.08	2	0	0	0	0	0	0	0	0	0	0	0	0
MOUNTAIN AIR	93	16	9	56.99	27	1	0	1	15	15	0	0	0	0	0	0	1
RATON	542	90	60	65.87	113	0	0	0	0	0	0	0	0	0	0	0	1
RIO GRANDE (APS)	7686	1281	878	68.58	1439	10	3	7	340	280	60	10	460	5.98	61	0.794	8
ROY	18	3	2	55.56	5	0	0	0	0	0	0	0	0	0	0	0	0
SAN JON	48	8	6	70.83	16	1	0	1	7	7	0	0	0	0	0	0	0
SANTA ROSA	252	42	23	55.16	66	1	0	1	18	18	0	1	20	7.94	0	0	2
SPRINGER	106	18	14	77.36	13	0	0	0	0	0	0	0	0	0	0	0	1
TATUM	71	12	8	70.42	20	1	0	1	8	8	0	0	0	0	0	0	0
TRUTH OR CONSEQUENCES	707	118	101	85.29	101	3	1	2	95	75	20	2	167	23.62	53	7.5	1
TUCUMCARI	485	81	64	79.59	76	1	0	1	20	20	0	1	51	10.52	0	0	2
VAUGHN	16	3	3	100.0	6	1	0	1	5	0	5	0	0	0	0	0	0
ZUNI	1381	230	172	74.66	112	1	0	1	40	40	0	0	0	0	0	0	1
35 INVESTMENT ZONES	41153	6862	4795	69.88	6847	72	25	47	2336	1877	459	44	1878	4.56	533	1.295	74

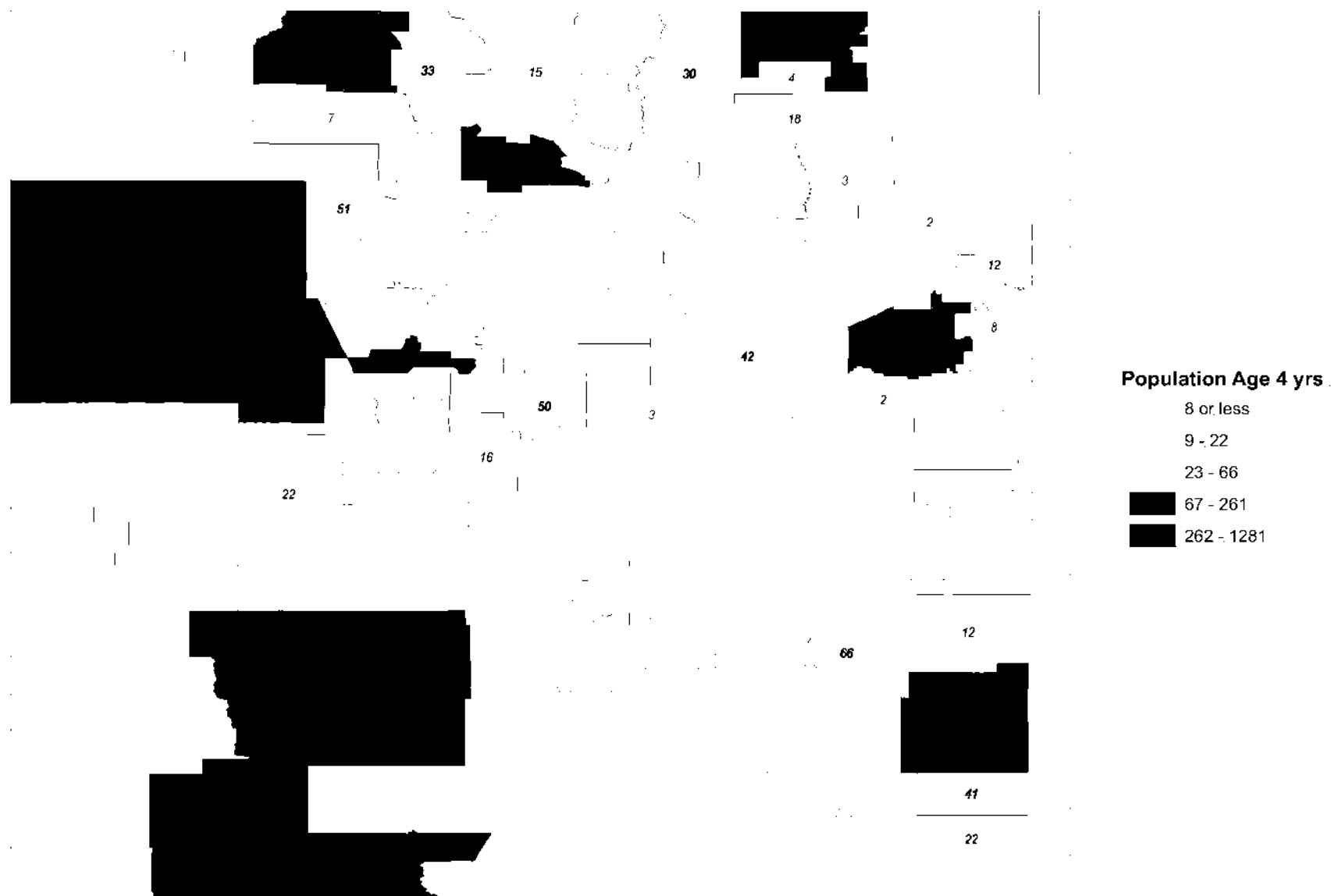
INDICATOR DEFINITIONS AND SOURCES FOR TABLE 1.

COLUMN	DEFINITION
1.	NMPED School District Name
2.	Total Population under age 6 in school district, (2008-12 ACS 5-yr, US Census).
3.	Estimated Population Age 4 (POPUG / 6).
4.	Estimated Population in school district age 4 AND under 200% of federal poverty line (U6U200 / 6).
5.	Percent Population in school district age 4 AND under 200% of federal poverty line. (2008-12 ACS 5-yr, US Census) (Note- this percentage can be applied to any single-year age cohort as well).
6.	Total Full Day Kindergarten Enrollment in District (NM PED, 2014).
7.	Pre-K Sites (2014-15).
8.	CYFD Sites, Pre-K Sites, school year 2014-15 (CYFD, 2014).
9.	PED Sites, Pre-K Sites, school year 2014-15 (CYFD, 2014).
10.	Number Children Funded, Pre-K Sites, half and full day for school year 2014-15 (CYFD, 2014).
11.	Number Children Funded, Pre-K Sites, HALF day for school year 2014-15 (CYFD, 2014).
12.	Number Children Funded, Pre-K Sites, FULL day for school year 2014-15 (CYFD, 2014).
13.	Total 4 & 5 Star Licensed Child Care Facilities (NM CYFD, 2014).
14.	Capacity of 4 & 5 Star Licensed Child Care Facilities (NM CYFD, 2014).
15.	Capacity of 4 & 5 Star Licensed Child Care Facilities as a percent of population under age 6.
16.	Subsidized Placement at 4 & 5 Star Licensed Child Care Facilities (NM CYFD, 2014).
17.	Subsidized Placement at 4 & 5 Star Licensed Child Care Facilities as a percent of population under age 6.
18.	Head Start Sites (2014-15).

MAP 1: NEW MEXICO INVESTMENT ZONES, 35 SCHOOL DISTRICTS



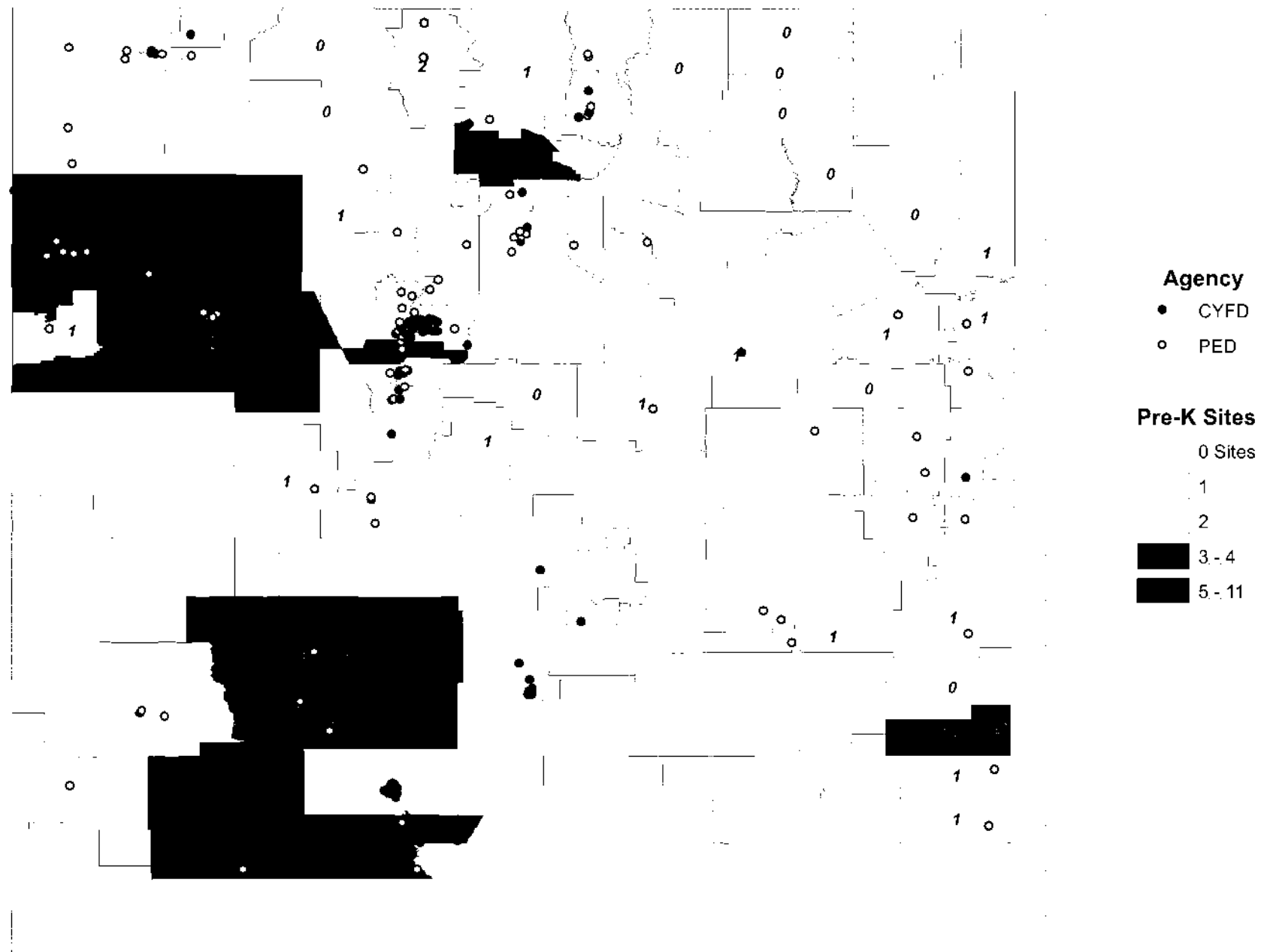
MAP 2: POPULATION AGE 4 YEARS, INVESTMENT ZONE SCHOOL DISTRICTS (Total = 6862)



MAP 3: PERCENT AGE 4 YEARS and UNDER 200% of the FEDERAL POVERTY LINE, INVESTMENT ZONE SCHOOL DISTRICTS
(Total = 4795)



MAP 4: PRE-KINDERGARTEN SITES, INVESTMENT ZONE SCHOOL DISTRICTS



Percent of Population Age 4 Receiving Funding

0.0%
0.1 - 18.2%
18.3 - 43.2%
43.3 - 66.7%
66.8% or greater

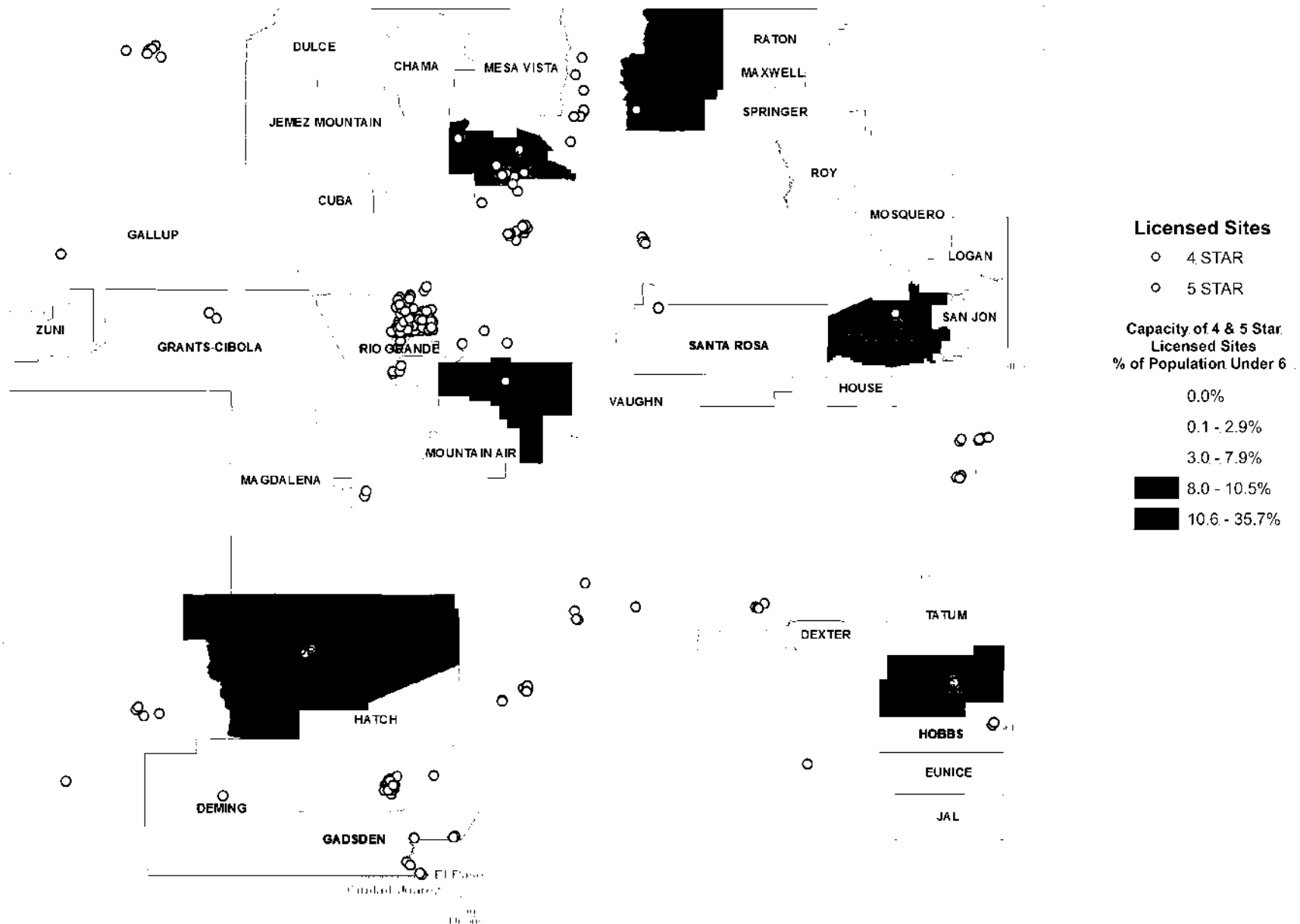
Funded: 120
80
40

BOTH
FULL DAY
HALF DAY

MAP 6: HEAD START AND EARLY HEAD START SITES, INVESTMENT ZONE SCHOOL DISTRICTS



MAP 7: PARTICIPATION OF THE UNDER 6 POPULATION IN HIGH QUALITY CHILD CARE, INVESTMENT ZONE SCHOOL DISTRICTS



Thomas N. Scharmen, M.A., M.P.H., Epidemiologist
Office of Community Assessment, Planning and Evaluation
Northwest Region, Public Health Division
New Mexico Department of Health

North Valley Public Health Office
7704-A 2nd St, NW Albuquerque, NM 87107
Telephone: 897-5700 ext 126; Fax: 897-1010
E-mail: thomas.scharmen@state.nm.us

The New Mexico Community Data Collaborative (NM CDC).
Mapping Social and Health Conditions in New Mexico Neighborhoods:
<http://nmcddc.maps.arcgis.com/home/>

APPENDIX B

New Mexico Pre-Kindergarten Act of 2005

CHILDREN'S CODE ARTICLE 23 Pre-Kindergarten Act

Section

32A-23-1.

32A-23-2.

32A-23-3.

32A-23-4.

32A-23-5.

32A-23-6.

32A-23-7.

32A-23-8.

32A-23-1. Short title. (2005) Statute text.

Short title.

Findings and purpose.

Definitions.

Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research.

Pre-kindergarten; eligibility.

Requests for proposals; contracts for services.

Program funding.

Funds created; administration.

This act may be cited as the "Pre-Kindergarten Act". History.

History: Laws 2005, ch. 170, § 1.

Annotations.

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

32A-23-2. Findings and purpose. (2005)

Statute text.

The legislature finds that:

A. special needs are present among the state's population of four-year-old children and those needs warrant the provision of pre-kindergarten programs;

B. participation in quality pre-kindergarten has a positive effect on children's intellectual, emotional, social and physical development; and

C. pre-kindergarten will advance governmental interests and childhood development and readiness.

History

History: Laws 2005, ch. 170, § 2.

Annotations

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

32A-23-3. Definitions. (2005)

Statute text

As used in the Pre-Kindergarten Act [32A-23-1. NMSA. 1978]:

- A. "community" means an area defined by school district boundaries, tribal boundaries or joint boundaries of a school district and tribe or any combination of school districts and tribes;
- B. "departments" means the children, youth and families department and the public education department acting jointly;
- C. "early childhood development specialist" means the adult responsible for working directly with four-year- old children in implementing pre-kindergarten services;
- D. "eligible provider" means a person licensed by the children, youth and families department that provides early childhood developmental readiness services or preschool special education, or is a public school, tribal program or head start program;
- E. "pre-kindergarten" means a voluntary developmental readiness program for children who have attained their fourth birthday prior to September 1; and
- F. "tribe" means an Indian nation, tribe or pueblo located in New Mexico.

History

History: Laws 2005, ch. 170, § 3.

Annotations

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature..

32A-23-4. Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research..

(2005)

Statute text

- A. The children, youth and families department and the public education department shall cooperate in the development and implementation of a voluntary program for the provision of pre-kindergarten services throughout the state. The pre-kindergarten program shall address the total developmental needs of preschool children, including physical, cognitive, social and emotional needs, and shall include health care, nutrition, safety and multicultural sensitivity.
- B. The departments shall collaborate on promulgating rules on pre-kindergarten services, including state policies and standards and shall review the process for contract awards and for the expenditure and use of contract funds.
- C. The departments shall monitor pre-kindergarten contracts to ensure the effectiveness of child-centered, developmentally appropriate practices and outcomes. The departments shall assign staff to work on the development and implementation of the program and on the monitoring of contract awards. The early childhood training and technical assistance programs of the children, youth and families department and assigned staff from the public education department staff shall provide technical assistance to eligible providers.
- D. The departments shall provide an annual report to the governor and the legislature on the progress of the state's voluntary pre-kindergarten program.

History

History: Laws 2005, ch. 170, § 4.

Annotations

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature..

32A-23-5. Pre-kindergarten; eligibility. (2005)

Statute text

Pre-kindergarten services may be provided by public schools or eligible providers on a per-child reimbursement rate in communities with the highest percentage of public elementary schools that are designated as Title I schools and that serve the highest percentage of public elementary students who are not meeting the proficiency component required for calculating adequate yearly progress.

History

History: Laws 2005, ch. 170, § 5.

Annotations

Effective dates. Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

Annotations

Cross reference. For Title I schools, see 20 U.S.C. Sections 6301 et seq.

32A-23-6. Requests for proposals; contracts for services. (2005)

Statute text

1. Each department shall publish a request for proposals for pre-kindergarten services.
2. Eligible providers shall submit proposals for pre-kindergarten services to each department. An eligible

provider proposal shall include a description of the services that will be provided, including:

1. (1) how those services meet children, youth and families department standards;
2. (2) the number of four-year-old children the eligible provider can serve;
3. (3) site and floor plans and a description of the facilities;
4. (4) revenue sources and amounts other than state funding available for the pre-kindergarten program;
5. (5) a description of the qualifications and experience of the early childhood development staff for each site;
6. (6) the plan for communicating with and involving parents in the pre-kindergarten program;
7. (7) how those services meet the continuum of services to children; and
8. (8) other relevant information requested by the departments.

C. The public education department shall accept and evaluate proposals from school districts for funding for pre-kindergarten. The children, youth and families department shall accept and evaluate proposals from other eligible providers.

D. For funding purposes, proposals shall be evaluated on the percentage and number of public elementary schools in the community that are not meeting the proficiency component required for calculating adequate yearly

progress and that are serving children, at least sixty-six percent of whom live within the attendance zone of a Title I elementary school. Additional funding criteria include:

(1) the number of four-year-olds residing in the community and the number of four-year-olds proposed to be served;

2. (2) the adequacy and capacity of pre-kindergarten facilities in the community;
3. (3) language and literacy services in the community;
4. (4) the cultural, historic and linguistic responsiveness to the community;
5. (5) parent education services available for parents of four-year-olds in the community;
6. (6) the qualifications of eligible providers in the community;
7. (7) staff professional development plans;
8. (8) the capacity of local organizations and persons interested in and involved in programs and services for

four-year-olds and their commitment to work together;

9. (9) the extent of local support for pre-kindergarten services in the community; and
10. (10) other relevant criteria specified by joint rule of the departments.

E. A contract with an eligible provider shall specify and ensure that funds shall not be used for any religious, sectarian or denominational purposes, instruction or material.

History

History: Laws 2005, ch. 170, § 6.

Annotations

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

32A-23-7. Program funding. (2005)

Statute text

The children, youth and families department shall reimburse eligible providers that are not offered in a public school. The public education department shall reimburse eligible providers that are public school programs. History

History: Laws 2005, ch. 170, § 7.

Annotations

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

32A-23-8. Funds created; administration. (2005)

Statute text

A. The "public pre-kindergarten fund" is created as a nonreverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants and donations. The fund shall be administered by the public education department, and money in the fund is appropriated to the department to carry out the provisions of the Pre-Kindergarten Act [32A-23-1 NMSA 1978]. Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the secretary of public education or the secretary's authorized representative. The department may use up to ten percent of the money in the fund each year for administrative expenses.

B. The "children, youth and families pre-kindergarten fund" is created as a nonreverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants and donations. The fund shall be administered by the children, youth and families department, and money in the fund is appropriated to the department to carry out the provisions of the Pre-Kindergarten Act. Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the secretary of children, youth and families or the secretary's authorized representative. The department may use up to ten percent of the money in the fund each year for administrative expenses.

History

History: Laws 2005, ch. 170, § 8.

Annotations

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

Temporary provision. — Laws 2005, ch. 170, § 9, adds a temporary provision which provides that any money appropriated for pre-kindergarten programs in fiscal years 2005 through 2007 shall be divided equally between the public education department and the children, youth and families department.

Appendix E
Curriculum Brief

**The Developmental Interaction Approach:
Defining and Describing New Mexico's
Curriculum for State-funded Early Childhood Programs**

(b)(6)



Final Draft

July, 2014

Note: This has been written in an effort to define and describe in detail the curricular approach that is expected to be implemented in New Mexico state-funded early childhood care and education programs. This is especially true of the “curriculum” when implementing New Mexico’s Authentic Observation Documentation Curriculum Planning Process. Any questions or comments should be directed to Dan Haggard, Deputy Director of Program, Early Childhood Services Division, CYFD. (dan.haggard@state.nm.us).

Introduction

The fourth classroom hums with activity. The children have just finished a meeting on the rug where they and teacher Frances co-wrote a thank you note to a rancher, thanking him for their recent trip to his ranch where they observed him shear a sheep. Three children are in the cooking area with a parent volunteer dyeing wool. Two children are working on the looms their teachers have created from wooden crates and nails. Two other children remain on the rug with Frances to dictate a story map of their experiences at the ranch. One child is curled up with *The Goat in the Rug* while someone else is looking at *Charlie Needs a Cloak*. In addition to these two children's books, the shelf is filled with other books related to the children's study of wool, sheep and goats, herding, and weaving. There is raw wool in baskets to touch and sniff. Four children are using clay; one of whom calls out that she's made a sheep. The easel, the water table and the block and dramatic play areas are open. Some play there is related to the study, but some is not. The second teacher, Alberto, sits at a table with three children asking a question that provokes new ideas for further investigation. He asks "How might we find out if other animals must be sheared each year"?

In the living room of a family child care home not too far away, an infant is sound asleep. The provider carries a toddler who just woke up and brings him to the changing table. She talks to him about his nap and tells him she will give him a fresh diaper. They smile at each other, apparently knowing each other well. Two children sit nearby at a low table, where they are playing with dough. They giggle together as they knead the dough, poke it and slap it. The provider looks over at them and tells the child that she's diapering, "Those two are having a great time with the dough. Is that what you'd like to do when we're finished?" A fifth child snuggles against a pillow examining a laminated photograph of her family. The provider walks over to the children at the dough table and invites the child with the photo to bring all the photos there, too. The child joins them and all four children explore the properties of the dough with rolling pins and their fingers as they roll, pound and poke it. Their teacher describes their activities, "Jacobo is using the wooden roller and Liz is squishing her dough by pushing it really hard".

How do these educators know what to do? This document outlines New Mexico's Developmental Interaction Approach to early childhood curriculum as illustrated in the scenarios above. In so doing, it supports policy makers and guides early childhood educators as they make decisions that determine curriculum. Curriculum is the content of teaching that educators design intentionally to encourage learning processes; the development of children's physical, social, emotional, linguistic, spiritual, and cognitive skills; and the acquisition of specific information and dispositions toward learning (Wiggins and McTighe, 1998). The subject of learning is children's growing understanding of the world. Since language, literacy, and math skills are embedded in the real and interesting world in which we reside, children gain these skills as they

explore their environment and work with thoughtful educators. Children are meaning makers as they learn about themselves, their families, and their community.

Scientific research (Gebhard, 2009) demonstrates that early childhood is a vital period in children's learning, care and development. Decades of brain research confirms that the early years establish the foundation on which later development is built because the structures supporting social, emotional and mental development are developed and the capacity to build these foundations decreases over time. In short,

- 1) Neural circuits, which create the foundation for learning, health and behavior, are most pliable during the early years,
- 2) Safe and supportive environments with responsive adults and good nutrition are the key to brain development, and
- 3) Social /emotional development and physical health are the foundation for future cognitive and language development.

Developmental neuroscience has provided insights into early brain development and function that now inform good early childhood practices. At the same time we understand more about the economic and human costs of early childhood poverty. More than one-fourth of New Mexico's children spend all or part of their early childhood growing up in poverty (NM Kids Count, 2014). There are large achievement gaps and psychological distress resulting from poverty (Halle, *et al*, 2009). Early childhood programs can be part of a system of supports for families. The research findings on children's achievement suggest that all children, including those living in the poorest communities, make academic gains in literacy and math achievement when they have teachers who encourage communication and reasoning, are sensitive to their interactions with children, and construct an atmosphere of respect, encouragement, and enthusiasm for learning (Howes, *et al*, 2006).

New Mexico's Early Childhood Educators

The educators who serve New Mexico's early care and education system are the key to quality programs. Working with young children and families involves emotional work; it is "infused with pleasure, passion, creativity, challenge and joy" (Hargreaves, 1997, p. 12). Thus, adults hold a commitment to learn about themselves and their personal and professional identities in addition to learning about children, families, and curricular content and implementation.

Reflective practice elicits questions of philosophy, ethics and practice. As professionals, early childhood educators examine what happens in and outside of their individual settings and reflect upon what works and what they might change (Cahill, 2009). Zeichner and Liston (1996) state that reflection requires wholeheartedness, open-mindedness, directness, and responsibility. We add a fifth disposition to this list: an educator's knowledge of self. This set of attitudes lays the groundwork for reflection, a necessary attribute for the New Mexican early childhood educator.

Wholeheartedness is a way of working with children and families that implies enthusiasm, energy and willingness to improve even at the risk of failure. Adults continue to learn when they reexamine their experiences and understand the power teachers have when they commit passionately and fully to their work -- work that is founded on relationships with children, families and the wider world. Educators collaborate in decision making with colleagues and families. Learning and growth occur in relationships with others: faculty, peers, children, mentors, and community members.

Open-mindedness is the ability to hear and understand contrasting perspectives, even when they challenge long-held opinions. In their daily practice, educators demonstrate open-mindedness when they readily allow other educators and families to observe their work and to discuss it honestly. Open-mindedness is a willingness to share and accept feedback recognizing that change may be threatening and difficult as well as satisfying and energizing. It involves negotiating perspectives hoping that the ideas and practices of others will strengthen one's own. Delpit (1993) reminds us that we may not realize that what appears normal or natural to us is often the result of our cultures. Therefore educators engage in listening and open dialogue to understand when their biases are the cause of a misunderstanding.

Directness is defined as confident knowing (Dewey, 1938). Confident knowing leads an educator to trust her professional and personal intentions and to feel secure enough to pursue knowledge she does not already have. For the classroom teacher, confident knowing requires a deep understanding of the curriculum -- language arts, science and math and the social sciences; and for the infant-toddler specialist, confident knowing demands knowledge of children and the ability to continue learning about them. In both cases, knowledge is coupled with perceptive understandings of each child's development and unique characteristics. The professional strives for expert mastery of theory (e.g., mathematical thinking in young children) and the confidence to put theoretical understanding into practice, for example, confidently engaging children actively with manipulative and sensory materials that lead to children's lasting comprehension. Adults employ the "texts of early childhood" (Cuffaro, 1991) such as paint, collage, blocks, clay, music and movement to make subject matter come alive. In this way, early care and education professionals are scientists and artists who pursue their work with intellectual curiosity and creativity. They learn about subjects and materials to become confident knowers.

The educator who serves home based or community settings has somewhat different expertise as a confident knower from those working in the classroom. For example, the subject knowledge for an early interventionist includes child development knowledge coupled with medical and environmental risk factors, specialized family education, and multidisciplinary teaming. As with the classroom teacher, these educators periodically review the effectiveness of their work in order to improve the quality of their work. They decide what more they must learn or practice in order to be self-assured. This professional also seeks feedback from others. Confident knowing is

evident when adults are seen engaged in learning: individually, with their colleagues and family members, and, of course, with children.

Responsibility is the obligation to do the right thing. At its essence, working with children and families has a moral purpose (Noddings, 1987), and educators are advocates who can make a difference in the lives of the children and families with whom they work. It is incumbent upon them to learn about shared power and accept personal responsibility for their actions. Responsibility implies that educators have an obligation to work toward fairness in their daily work. This includes the professional obligation to continue to develop knowledge of the field of early childhood care and education.

Knowledge of Self means understanding one's inner feelings to clarify emotional reactions that form and sometimes distort (Palmer, 2010) the educator's work. Working with young children and families can be stressful and exhausting. Emotions can be scary and sometimes adults avoid children's strong feelings. Anger and conflict- or the prospect of either - can be particularly difficult to handle for the unaware educator. When educators understand their own feelings and what to do about how they feel, they can better understand children and form deep relationships with children, families and co-workers (Casper & Theilheimer, 2010).

Creating a System to Support Curriculum Development

Knowing that the early years are vitally important, educators, community members and policymakers develop benchmarks of quality: educators with specialized training in child development and early education, small class size and low staff-child ratio, programs that address all domains of development within a responsive environment for family and child well-being, and evaluation systems that support quality and inform professional development (Barnett & Frede, 2010). The young learner and the learning environment are closely connected. An infant learns to talk when adults talk with children and the children talk to each other. A preschooler learns to explore in a place where exploration is valued and made possible by adults.

Curriculum for young children involves the learner and shapes the learning environment. Yet the field of early childhood education does not promote any single curriculum model as "best." The National Research Council and the Institute of Medicine report that no single early childhood curriculum model has been found to be superior in supporting children's learning and preparation for formal schooling (2009). Their recommendations call for educators to plan curriculum that actively integrates the cognitive, social-emotional and physical domains. In this document we present the Developmental Interaction Approach to curriculum, which enables adults to plan for and enact rich curricular content in the developmental and cultural context of their group of children. Teachers and others who work directly with children and can get to know them well have the power and responsibility to create extensive learning experiences for them.

This curriculum framework is based on philosophical commitments as well as on the best available empirical evidence about young children's learning and development.

We use the term *curriculum framework* to describe guidelines for early childhood educators who construct theory driven curriculum that emerges from their program and community and follows the principles of the Developmental Interaction Approach. It is not inflexible, academic, or formal and does not ask children or teachers to use a prescribed or imposed model. Instead, this approach offers a pedagogical structure; a theoretical stance, rather than a curriculum model. How each individual educator and community applies this framework will vary. With grounding in a shared vision and personal connections to a philosophy of teaching, adults deepen their commitment to thoughtful and intentional practices. Thus the educator is the perpetual developer of curriculum in each early childhood setting.

The Importance of Development and Interaction

What is Development? Development is an individual's growth in the social, emotional, cognitive, linguistic, spiritual, or physical domains. It is a dynamic process that occurs through relationships, environments and experience. It is not predetermined nor linear yet individual growth and the contexts of development are connected. Children are active participants in their own development through personal interests and needs (Tout, *et al*, 2013).

What is Interaction? As active learners, young children need opportunities to observe objects, people and events in their world, form hypotheses, try them out, observe what happens, and formulate answers (Dewey, 1944; Glassman, 2001). Children work alongside others in discovery and dialogue, asking meaningful questions and solving problems. Learning is with peers and adults (Edwards, Gandini, & Forman, 1998), not something that is done to the child, but rather something a child does (Firlik, 1994).

Several theorists lay the groundwork for the Developmental Interaction Approach's pedagogical structure. John Dewey's emphasis on education for democracy (1916), his understanding that children learn through experience with the world and with each other (1938), his support for the arts in education (1934), and his discussions of reflection (1910) underpin the Developmental Interaction Approach. Lucy Sprague Mitchell, Caroline Pratt, Harriet Johnson, and other groundbreaking educators involved with the Bureau of Educational Experiments, Bank Street College's predecessor, demonstrated how Dewey's ideas translate into direct work with young children.

The Developmental Interaction Approach also reflects Susan Isaacs' recognition of children's feelings (1930). She believed that intellectual growth and emotional development go hand in hand and emphasized the importance of play (1929). Much more recently, Dynamic Systems Theory (Thelen, 1996) illustrates how the developmental domains intertwine and how children's temperament, experience, culture, and biology interact to influence each child's unique development. The interconnectedness of developmental domains is also reflected in the work of

Vygotsky, who viewed children's thought and language as entwined (1978). Thus the role of an educator is that of a facilitator providing scaffolding to assist children in their learning and consequent development (Diaz, Neal, & Amaya-Williams, 1990).

The theory and research that supports the Developmental Interaction Approach reflects a keen awareness that children investigate the worlds in which they live and recognizes the educator's responsibility to interact frequently and respectfully with those people who are closest to the child. Bronfenbrenner's Ecological Systems theory (1979) describes the concentric circles that surround every child, first the innermost circle or micro-system that includes the family, school, and other groups with whom the child associates on a regular basis and eventually the outer circle or macro-system of the culture at large. The Developmental Interaction Approach's commitment to democracy shows respect for the child as a responsible member of both the smaller and the larger world.

The Developmental Interaction Approach: Principles of Practice

The name of this approach, Developmental Interaction, stems from the approach's dual emphasis on who children are (development) and how their development and learning occurs (through their interaction with the world of people, ideas, and material objects). Thus the educators' role centers on their

- understanding of children;
- inquisitive stance as they continue to learn about the children with whom they work;
- commitment to the intricacies of the many relationships involved in that work; and
- passion for increasing their general knowledge.

This section is organized by four large ideas and the practices of educators in relation to these concepts: Development, Interaction with the Social World, Interaction with the Physical World, and The Early Childhood Educator as Learner and Researcher. The nine principles of practice are divided into these sections.

The principles are:

1. All educational work is grounded in an integrated understanding of human development and an acceptance that people learn in different ways and at different rates.
2. Children's families are an essential part of their education and care experience.
3. Diversity is a resource for adults and children.
4. Learning is social and children learn in interaction with each other and their environment.
5. Children engage intellectually and emotionally with materials, ideas, and people, as individuals and as a community.
6. Both adults and children ask and pursue answers to challenging and worthwhile questions.
7. Adults guide and facilitate learning and respect children as playful learners, experimenters, innovators, explorers, artists, and communicators.
8. Children and adults advocate for fairness and justice.
9. Adults become lifelong learners and inspire children to become lifelong learners.

Development

The developmental emphasis of the Developmental Interaction Approach concerns three of the nine pedagogical principles. The first is that work with children is grounded in a deep and well considered understanding of human development that acknowledges human differences. The second highlights how relationships with families that are based on respect lead to educators' deepening understanding of each child's unique circumstances. The third underlines the importance of diversity without minimizing the ways in which our diversities challenge us to communicate to understand one another.

Principle 1: All educational work is grounded in an integrated understanding of human development and an acceptance that people learn in different ways and at different rates. Development and a drive to learn begin in the prenatal period and extend throughout life. The early years are an unparalleled time of rapid growth, particularly in sensory and brain development. Theorists such as Jean Piaget and Erik Erikson often describe development as occurring in stages, and they typically focus on a single developmental domain—social, emotional, cognitive, linguistic, spiritual, or physical. In contrast, the Developmental Interaction Approach considers all the domains equally important and inextricable from one another. This approach also acknowledges that development does not occur along a progressive path but rather lurches backward and forward, the result of many interacting influences. While many theories generalize about all children, young children differ in temperament, learning style, home environment, cultural background, strengths, abilities, and experiences that may be growth inducing or adverse. These differences influence development and learning.

Principle 2: Children’s families are an essential part of their education and care experience. Families are their children’s primary caregivers and educators and are valued partners in early education and caregiving. The best care and education settings outside of the home are rooted in the familiar cultural context of the family. Families transmit values, beliefs and a sense of belonging to their children in the language of their home (Sanchez & Thorp, 1998). In addition to putting children and families at ease, adults who communicate with children and families in their home language have the advantage of understanding nuances and have a greater likelihood of children and families understanding what the educator communicates.

Partnerships between families and the adults who work with their children that support the family’s goals for the child are critical to the children’s academic success and later school achievement (NRC, 2001a). Misunderstandings with children and families can occur but are more easily resolved when educators examine their own cultural assumptions. Although early care and education professionals who reflect on their own perspectives and are open to learning about the families and children’s points of view may not always agree with families’ approaches, they are better positioned to communicate effectively and openly, to learn from children and families, and to develop close relationships. Families need information from their children’s educators to support their children’s learning and development, and they, in turn, can provide educators with invaluable insights.

Principle 3: Diversity is a resource for adults and children.

Early care and education professionals recognize and understand that “there is no such thing as developmental competence outside of a cultural context” (Bowman, 2006, as cited in Casper & Theilheimer 2010, p. 222). Culture, particularly the individual culture of their family, influences children deeply. It is “an intricate dynamic process that shapes and is shaped by how people live and experience their everyday realities” (Williams and Norton, 2008, 104) and establishes the

social context within which children learn, grow, and develop. It is a complex whole of language, knowledge, beliefs, art, morals, laws, customs, and ways of living that one generation passes to the next (Cole, 1999). Social groups, the family, neighborhood, religious or ethnic groups within a society, explicitly or implicitly pass their customs, values, and moral principles to the young. Beginning at birth, the culture socializes children to become members of a society. But children are not just products of the surrounding culture. As children grow, they pick and choose selectively from the cultural influences they encounter, shaping their own cultural context over time (NRC & IM, 2001).

The Role of the Educator: Implementing Principles 1-3

Development does not happen *to* children but rather children's development results from their experiences in the world, with what they bring to those experiences, and with the way the adults in their lives help them to make sense of their experiences. Because children's experiences vary, educators must understand how different experiences may impact development. For example, the child who has lived in multiple foster care settings may be less likely to trust adults than a child who has lived within one family context. When professionals respect and understand each child's culture, experiences and abilities, they support children's evolving capacities to learn both cognitively and emotionally. The Developmental Interaction Approach regards intellectual and affective development as interconnected.

Educators promote cultural awareness and acknowledge different ways of knowing (Moll, Amanit, Neff and Gonzalez, 1992) in the ways they set up space and materials and when they interact with children and families such that children develop a sense of identity and a connection to a community. They recognize bilingual and multilingual language development as a strength and support the maintenance of a child's first language. Ideally adults in educational settings speak the language of the community of children served. Assessment should be done in the language of the home.

As educators work with young children who have exceptionalities, they offer them the routine support all children deserve and tailor that support to the child's particular circumstances. Whenever possible, teachers, early intervention specialists, and other resource personnel serve children with special needs in inclusive environments, creating learning environments in which all children belong (Kaczmarek, 2006). Understanding diversity of development allows adults to plan deliberate curriculum strategies and coordinate planning and communication with all the adults toward support of the child.

Specialists in occupational therapy, physical therapy, speech and language, and special education collaborate with generalists and children's families, constantly exchanging observations and suggestions. As often as they can, specialists engage with a child who has exceptionalities in the room with other children. The children learn from each other and the specialist observes the child

in the real life context. An inclusive classroom emphasizes children's strengths and accommodates their needs with appropriate physical environments and materials. Inclusion of children with exceptionalities or delays has benefits for everyone. All of the children gain increased understanding and respect for others through their social interactions and peer engagement with other children who are both similar to and different from them.

Educators discuss curriculum with families so they gain an understanding of what their children do in their absence and of what they are learning. In addition, family members have much to offer the curriculum—cultural artifacts to examine, family stories to hear, and worksites to visit. For example, when three-year-old Roberto was recovering from surgery, Carly, his teacher, arranged to visit his home with three classmates. They had fun playing with Roberto and with his toys and had some questions about objects in his home. In particular the children were quite interested in large decorated candlesticks that had been in Roberto's family a long time and represented their family's religious heritage. Once Roberto returned to Carly's class, his mom paid a visit and brought her candlesticks to show the group. The children were enraptured as she told them stories about many generations of her family using these candlesticks.

Teachers refer to developmental information such as New Mexico's Early Learning Guidelines together with each child's unique characteristics. Through observation and interaction, educators know individual children and their strengths, and family and cultural backgrounds. Such specific knowledge enables teachers to incorporate children's social and emotional selves, linguistic backgrounds, physical and cognitive abilities and experiences in learning opportunities.

Interaction with the Social World

The interactional emphasis of the Developmental Interaction Approach has two dimensions. The first is interaction with the social world, with peers and adults. This emphasis embraces two additional principles of the approach. The first discussed below is that learning is a social endeavor. To learn subject matter and about themselves and others, children interact with each other, with the educators with whom they work, and with their families and communities. The second describes the way in which children and adults pursue knowledge and understanding through their social interactions.

Principle 4: Learning is social and children learn in interaction with each other, their educators, and their environment.

Children learn with and because of the people around them. Learning occurs best in collaborative groups as children watch, listen to, and respond to each other. Research has shown that children construct their own knowledge through physical, social, and mental activity (Bredekamp & Copple, 1997; Piaget & Inhelder, 1969) and they are active learners. Their learning is mediated and linked to the sociocultural context (Vygotsky, 1986).

Curriculum begins with the children as they learn through relationships and experiences that integrate physical, social and cognitive development. The curriculum is comprehensive – integrating all domains of development and academic content areas. Children learn subject area content such as mathematics, science, and reading in age appropriate and meaningful ways when they use the skills of each subject area to investigate topics of interest to them.

Because children's interaction with the social world drives their development, the educator is aware that children come to programs with diverse emotional and cognitive resources and varying levels of resilience, the ability to recover from or overcome difficult circumstances such as poverty or exposure to violence. Children from families living with poverty, for example, often enter formal schooling with lower levels of foundational skills such as those in language, reading, and mathematics. Educators use their expertise to make individual adaptations as needed to optimize learning for the diversity of children with whom they work, knowing that children gain language skills, for example, when they have other verbal children with whom to converse. Pretend play with one another, which most children want to do more than anything else, builds their language and thinking skills.

Principle 5: Both adults and children ask and pursue answers to challenging and worthwhile questions.

As active learners, young children and the adults with whom they work, need opportunities to observe objects, people and events in their world, form hypotheses, try them out, observe what happens, and formulate answers (Dewey, 1944; Glassman, 2001). Both adults and children raise questions, based on what they find interesting in the environment. Then they set about finding

answers. For example, a one year old who wants a ball that rolled onto a blanket raises the question, "How can I get that ball?" without putting it into words. With an observant adult who supports her investigations without giving her the answers, the child discovers that she can pull the blanket toward her to reach the toy even though it is farther away than the length of her arm. A block bobbing on the water table motivates a four year old to test as many objects as he can find to discover what will sink and what will float. The observant adult notices the questions that children pursue even when children do not verbalize them. Her notes about the children's questions enable her to ask provocative questions on the spot: "Will this penny sink or float?" "Will a peach float?" And, she is able to plan future curriculum that fits the children's interests.

Children observe their environment and the people around them to learn more about social interactions and cultural practices. They develop verbal and nonverbal communication skills, sometimes in multiple languages. They gain control over strong emotions and regulate their behavior as they move through the preschool and kindergarten years.

The Role of the Educator: Implementing Principles 4 and 5

The educator creates the psychological environment of the classroom or home and supports, sometimes orchestrates, the social interactions there. Every child deserves consistent, predictable, reliable and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. These relationships help children develop a sense of security and trust. Infants and toddlers learn through reciprocal communication and interactions with adults in the context of routine care, play, and within an appropriate developmental environment. Preschoolers and kindergartners learn from investigative experiences in small groups and through whole group conversations that build a sense of community. Adults create those small group and large group experiences, raising provocative questions, pacing discussions carefully, enabling everyone to participate, and prompting children to clarify their thinking.

Learning occurs in a social environment with adults and more capable peers providing verbal and non-verbal assistance or scaffolding to help children stretch to perform at a higher level than they could reach independently (Vygotsky, 1978). Educators determine how and when to scaffold a child's learning and gradually reduce support as the child begins to master the skill. The adults then set the stage for the next learning. Picture an adult and a three-year-old at a table with a 9-piece jigsaw puzzle that the child has not yet mastered. Although the adult is itching to place a piece in the puzzle himself, he instead shifts it slightly on the table to enable the child to see where it might fit. The child places it in the puzzle, takes another piece and proceeds until she finishes. The adult coaches her occasionally but only when she seems stumped, and he never does the puzzle for her. Upon finishing it, the child beams with delight and immediately dumps the puzzle and starts all over. This time, she needs no help from the adult who remains at the table with her to celebrate her achievement as she completes the puzzle again and again.

Interaction with the Physical World

The second interactional emphasis of the Developmental Interaction Approach is contact with the world of objects and ideas that emerge from that interaction. This emphasis embraces three additional principles of the approach. The first puts forth that children engage actively with materials, ideas, and people on several levels—both intellectually and emotionally and alone and with others. The second further emphasizes children’s active role as playful learners, experimenters, innovators, explorers, artists, and communicators. The third extends interaction beyond the walls of the classroom or home to the world as a whole. It acknowledges the Developmental Interaction Approach’s commitment to fairness and justice and lays the foundation for children’s pursuit of what they believe to be right for themselves and others.

Principle 6: Children engage intellectually and emotionally with materials, ideas, and people, as individuals and as a community.

Children learn through active investigation and first-hand action on the places and things around them. Given the opportunity, children explore with great curiosity and delight and acquire knowledge from people, written and graphic material, and especially from their own investigations. To explore the world, children go on field trips and social studies become the core of the curriculum.

Through social studies, children and their teachers explore the web of relationships that underlies daily life. These connections often are not apparent to children and can be invisible to adults as well. A child who says, “You may get your milk from a cow, but I get mine from the store” hasn’t thought about where the store gets it. When children trace the sources of the food they eat, they can begin to comprehend the interdependency that sustains them and their communities, and they can investigate and question the logic and order of the world around them. Such a study, which involves reading, writing, calculations, science experiments, and artistic representations, provides a way for the children to integrate, or fit together, what they are learning. Through discussions with one another, the children also simultaneously build their social environment and learn about their classroom community (Casper & Theilheimer 2010, p. 390).

Children learn through exploration of their own communities in places like the pañería or bakery, grocery stores, the fields, and more. Children learn through direct experience with their subject of study, and then enrich that experience with related activities in the classroom. At class meetings and educator facilitated group activities, they develop and exchange ideas. During independent work and play, they make their own choices, often in collaboration with friends. The teachers and children engage in an investigation for a long time. Infants and toddlers go on walks with their caregivers, taking in the world as they point to an airplane overhead or a lizard

on a rock. Their adults respond appreciatively with the words for what the children perceive around them, thus helping even very young children to make sense of their environment.

Principle 7: Adults guide and facilitate learning and respect children as playful learners, experimenters, innovators, explorers, artists, and communicators.

A growing body of research supports “playful learning” (Hirsh-Pasek & Michnick Golinkoff, 2014) where teachers offer a rich core curriculum using a pedagogy of play. Studies support links between play and learning in the areas of language and literacy (Weisberg, Zosh, Hirsh-Pasek & Golinkoff, 2013), mathematical thinking (Fisher, Hirsh-Pasek, Golinkoff, Singer & Berk (2011), cause and effect (Gopnik & Walker, 2013), and creativity (Russ & Wallace (2013). Marcon’s longitudinal research (2002), for example, compares sixth graders who experienced child-initiated learning to those who experienced didactic, direct instruction or mixed approaches (didactic instruction and play-based learning). The study found that the children in the child-initiated, play-based classrooms showed superior social behaviors, fewer conduct disorders, enhanced academic performance and retention over those from didactic settings.

Play and investigation serve as the primary modes for learning. Play is how children find out about the world around them. All types of play—manipulative play, play with games, rough-and-tumble play, and socio-dramatic play—provide children with opportunities to experiment, observe what happens and learn (Rubin, Bukowski, & Parker, 1998). Through play children discover, create, improvise and imagine. As babies and toddlers, they use their senses, physical movements and the people around them to learn. Preschoolers construct knowledge through their play and build emotional and social skills as they develop intellectually. When children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings. As young children make friends or engage with provocative materials, the adult supports their interests. The educator interacts with them, asking questions, observing, and offering challenges so that children learn new skills and concepts and apply and adapt ones that are already established.

Principle 8: Children and adults advocate for fairness and justice.

When adults understand the context of children’s lives, they provide meaningful opportunities for children to make sense of the world and imagine how they can make it a better place. Young children experience issues of unfairness and inequity in their daily lives. Some children experience violence in their own lives and seek to make sense of it. Others are keenly aware of when other children are unfair to them, but they also can be extremely kind to others. For example, as they choose their friends or are not chosen themselves, they understand issues of power and intolerance and the connection between the two. They can understand too about unfairness that goes beyond themselves and their social groups. Children ask questions about people who do not have enough food or do not have a home, and they worry about animals being maltreated.

The Role of the Educator: Implementing Principles 6-8

The adult's knowledge and understanding of each child is the basis for curricular strategies, content, materials and areas of investigation. And the educator's knowledge of the community facilitates active engagement in the child's world. From studying children the adult prepares the educational environment as the first step in planning curriculum. In the Developmental Interaction Approach, the educational environment includes both the classroom and the local community. Thus the educator arranges space indoors and plans how to use the community beyond. Opportunities to engage with the natural world are also an integral part of the educator's planning.

The educator writes curriculum plans that build the skills of reading, writing, science, math, and the arts (painting, drawing, music and movement), through investigations as the learners represent and deepen their experiences (Vascellero, 2011). What follows is an example of an investigation in a classroom for 4 and 5 year olds:

Through visits to a local farm, the adults and children focus on the social sciences such as history and geography by studying chili farming. The children learn about people's work, how the natural world can produce energy and food and how this work is hard and essential for many in their community. The teacher brings in reference books and children's literature about chili and farming. The class studies types of chilies, soil, sun and temperatures needed for growing and then plans and plants chili gardens on the playground. In the dramatic play area the children play as distributors of chili, packaging and mailing written requests. They utilize their developing skills of measuring and counting. Opportunities for experiments, interviewing family members, stories, letter writing, reading folklore, map making, and cooking are all available to the teacher and children as they make sense of the world in which they live. Artistic and scientific experiences are nested in the community's cultural context, resulting in an integrated curriculum that the children pursue in a variety of ways for several months.

Adults plan intentional curriculum that is content driven and emphasizes activities and experiences that encourage children to use their skills and capabilities as well as challenge them to learn new concepts and try something that is just beyond their present level. In addition to planning worthwhile investigations, learning opportunities are embedded in the daily routines. The classroom's daily schedule reflects knowledge of how children learn, balancing quiet and active experiences; times indoors and outdoors; and individual, small group, and whole group activities; all of which engage children directly with materials. The children are the doers, using their bodies as well as their observation skills to learn.

Educators strive to provide for children's engagement with the natural world. Outdoor spaces with both intentionally planned and spontaneous opportunities for rich exploration and meaning-making build children's awareness and observational skills in children (Faber Taylor, *et al*,

1998). Ladybugs in the yard spark children's interest in insects, how they fly, what they eat, and their similarities and differences to other insects. Using books, scientific skills of observing and recording animal behavior, art materials, and mathematics, children can sustain the investigation over a long period of time. Such community investigations include a hands-on approach to nature and provide the opportunity to develop integrated natural science knowledge.

Field trips serve as the gathering of raw materials for investigations. For example, regular visits to the antique store across the road arouses children's curiosity in the differences between the cultural artifacts of the past and those we use daily and take for granted. In this investigation, the culture and environment of the local community provides a rich curriculum, and classroom work links to the real life experiences of children and families, their cultures, their oral and written traditions, and stories and art. Families can participate in regularly organized outings to local parks and other natural areas to explore, play, reconnect, and learn with nature. Such trips can happen frequently and without a vehicle.

Thinking deeply with children about fairness, community building and democratic processes is at the core of the Developmental Interaction Approach. A curriculum of fairness connects children and teachers to current social issues. The educator encourages thoughtful participation in the development of a democratic classroom by acknowledging the intersections of culture, ethnicity, language, class, gender, age, diverse abilities, family structure, sexual orientation and race. Often children raise questions themselves or teachers extrapolate children's questions from observations of children's play (Cahill & Theilheimer, 1998) that prompt in-depth investigation. Through careful listening to children's talk and with some well-placed questions (Why do you think Anthony is sad?) educators can set the stage for open and respectful dialogue. Many children see and hear the news and when a natural disaster or tragic event that people perpetuate occurs, they have some ideas about it from the vivid images on TV. The early care and education professionals in their lives are well-positioned to help children make whatever sense they can of such issues and, when possible to do something about it. Children can write letters, sell their cooking or baking to raise money to assist others, or find other ways to help. It is through investigations designed to study these social issues that we address dynamics of inclusion and exclusion and caring for others such that the early childhood classroom provides the context for social change.

The Early Childhood Educator as Learner and Researcher

The last principle guides the educator to engage in the intellectual work required to be an effective educator.

Principle 9: Educators are lifelong learners and inspire children to become lifelong learners. Adults develop each child's disposition toward lifelong learning through engaged and enthusiastic commitment to learning themselves. The professional who remains well prepared to contribute to the learning and well-being of young children and families renews her own knowledge, skills and passion. Remaining active learners themselves, educators are like a mirror; shaping their own professional lives as they contribute to the lives of children and families.

Educators cannot *be developed* but instead *they develop*; it is an active engagement by which each professional drives the direction and goals of her learning. As Paulo Friere states "I cannot teach clearly unless I recognize my own ignorance, unless I identify what I do not know, what I have not mastered" (1996, p. 2). For some this might mean returning to school to continue their formal education. For others, involvement with organizations such as New Mexico Association for the Education of Young Children or the New Mexico chapter of the Council for Exceptional Children constitutes active engagement in the field of early care and education. Educators' experiences, planning events and learning with colleagues from across the state enable them to keep current with the latest research and ideas and constantly renew their commitment to quality programming. Since local application is what counts (Buisse and Wesley, 2006), early care and education professionals gain most when they attend meetings with others who work with or near them, process new ideas with one another and discuss them further as they apply them in their settings.

Other types of active engagement take place within the community, such as serving as a volunteer board member of a nonprofit advocacy agency. Lastly, educators join peers for ongoing learning through teacher research and dialogue about their practice. Educators plan together, sharing children's books, art materials, games and toys, and trip ideas. They grapple together with thorny situations and support each other, sometimes with ideas and sometimes just by listening. The choice and meaning of educators' development is located within their personal and professional lives as well as in the context of their work and community.

Video proves an effective tool for examining one's practice. Watching a replay of one's interactions with children reveals both what educators are glad to see they have done and what they want to do differently. Videotapes offer rich fodder for team meetings or other professional development activities at which adults sit together to talk about their decisions and their instincts what they have learned about children and what they do based on their gut reactions.

Regular opportunities for reflective supervision create a valuable context for professional growth. In these sessions, early care and education professionals examine their work to understand it together with a supportive and insightful supervisor. Using video or other observations, the two devote uninterrupted time to the early care and education professional's work and whatever concerns her most about it. In addition to formal education and professional development activities, online resources, early childhood journals, and professional books provide a constant flow of new research and trends. When people who work together also read together and discuss what they read, they can consider how to use new information in their settings with their children and families.

Adults who plan curriculum "intentionally" deliberately, purposefully and thoughtfully root their work in current research and child development knowledge and connect it to the specific children in their care. As they document and monitor children's learning, they collect information about themselves as well. They can use their observational notes to consider how they do what they do and what they might do differently. Together with colleagues, educators reflect on their work in a constant effort to improve it.

Working with children is an act of research. It involves daily observation, written reflections on individual children and the group, and purposeful study of issues and questions within everyday practice. The term "teacher as researcher" (Edwards, Gandini, & Forman, 1998) reminds us that educators collect information such as observations, work samples, children's photos and conversations, and written interpretations to continuously document the learning process and construct meaning.

As educators make curriculum decisions, assessment is a central part of the process. The New Mexico Early Learning Guidelines (ELGs) provide reasonable expectations of individual child development and learning outcomes that inform educators as they begin the curriculum planning process. Adults implement their identified goals as they:

- **Build relationships** with children and families
- **Plan** learning opportunities, playful experiences and investigations that are age-appropriate, community relevant, and worthwhile.
- **Observe** the children in action.
- **Reflect** on the observations, asking, "*What do the children know and do, and what can they reasonably do next?*"
- **Assess** each child's performance to chart ongoing development and interests using professional assessment tools and returning to the ELGs.
- **Individualize** to shape curriculum that allows children to take optimal advantage of the curriculum and teaching.

Assessment is part of an ongoing cycle that includes planning, documenting and evaluating children's learning and enables educators, in partnership with families, children and other professionals, to plan effectively for children's present and future learning, communicate about children's learning and growth, identify children who may need additional support, and evaluate the effectiveness of learning opportunities, environments and experiences offered. When educators note that some children need extra support, adults differentiate or individualize their assessment and teaching strategies. Starting from "what the child already knows or can do," the adults provide opportunities such as extended time, physical adaptations, and other curriculum modifications so that all children can remain engaged in learning.

Developmental Interaction Approach in Action

The next section of this document illustrates children's investigations, how educators plan for them and how adults capitalize on the many serendipitous learning moments that occur in their work with children. It is divided into the three age groups we discuss in this document.

Infants and Toddlers (Birth to 2 years)

These youngest children are developing at a rapid pace. Their social interactions, physical achievements, and increasing self-regulation are integral parts of their daily work. Since babies are built to seek novelty, their days are filled with eager explorations of the world around them. With that in mind, the people responsible for their care and education develop responsive, respectful, and reciprocal relationships with them (Gonzalez-Mena & Eyer, 2012). Following the children's cues, they create fascinating environments both physical and social.

The daily curriculum

Relationships are at the heart of curriculum for the youngest children. Human beings are wired from birth to form connections with other people, and babies learn about the world through their relationships with the important people in their lives (Casper & Theilheimer, 2010). Throughout these early years, children have new experiences and engage in familiar rituals and routines with the people who care about them. As a result of these experiences, the cells in their brains form synapses – extensions that connect to other cells – and unused cells and connections fall away. The first three years of life constitute a crucial period for healthy brain development.

On a day-to-day basis, the young child's care experience begins with a warm greeting to the family and child as they arrive at the program. While the baby plays or continues a nap that began at home or on the way to the program, the family and caregiver chat about the baby's morning and previous night and otherwise exchange information to keep everyone up to date. The family member says goodbye, whether or not the child seems to acknowledge it, and the day of care and play begins.

The room is thoughtfully designed with board books that young children can pull out easily, toys with movable parts that are never small enough for choking, soft toys, and lots of spaces to crawl and climb that have different textures for babies and toddlers to experience. Ideally the space is partially carpeted for crawling and tummy time on a soft surface and partially tiled for easy clean up after eating and other potentially messy activities. Rocking chairs and hammocks are comfortable places for adults to soothe babies as they fall asleep or need comfort. Everything for the children is within their reach, while what caregivers need is easily accessible to the adults but not to the children. The space is well-organized and convenient for family members as well as teachers. It is clean and safe. The staff washes the toys and all surfaces regularly.

In center-based settings, family child care homes, or during home visits, the daily schedule or pacing depends on the children and when each of them is tired and hungry or alert and active. The curriculum revolves around care activities and play, and the adults recognize that both are learning experiences for the children. Scheduling tailored to individual children requires a great deal of communication and coordination on the part of the caregivers, who all must know which children are sleeping, who is about to go to sleep, who can benefit from active play at that moment and who needs some quiet time. With this kind of flexibility, ability to read the children and willingness to work as a team, the day flows in a way that suits each child best.

Since routines are an integral part of the day, teachers put as much thought into planning and facilitating them as they invest in preparing curriculum that is more obviously designed for learning. Adults tell babies what they are about to do before picking them up to move them. They talk to them about what they are eating, about falling asleep, and about having a diaper change. Diapering provides an opportunity for interaction between baby and adult. The teacher describes each action and involves the child in every step of the process. Meals are a time of delight and enjoyment as children control what and how much they eat and demonstrate new skills, feeding themselves as much as possible. Falling asleep and waking up are intimate moments that caregivers share with children, speaking softly to them as they help children's bodies have the rest they need and as they welcome children back into active play with others.

The room is designed with space for babies who enjoy lying on their backs reaching for a mobile and for babies having tummy time on a soft surface, safe from other children who have enough room to crawl and toddlers who walk speedily from one intriguing spot to another. For the child who is just beginning to walk, sturdy low shelves become crucial elements of the curriculum as she grabs the edge, pulls to standing, and holds on, maneuvering on her own. Children who are walking thrive on their upright status and the range of discoveries they can now make as they explore a room rich in physical challenges and exciting experiences with materials.

Interpersonal connections

At programs that implement primary caregiving (Theilheimer, 2006) and in family child care homes and family, friend, and neighbor care, the child and family can rely on one person outside of their family to know them well. The primary caregiver conducts most care routines for the child while she is in care and communicates regularly with the family. When that person is not available, other adults step in, much in the way an extended family surrounds a young child with love and care.

The primary caregiver becomes expert at reading the child's cues. She understands the meaning of the baby's different cries and expressions. The child, in turn, comes to know the caregiver. In fact, the caregiver's ways of interacting with the baby help to establish the baby's expectations of people in general; they affect the baby's sensory internal working model – sensations or feelings

that the baby associates with being loved. The baby remains attached to family members, and the secondary attachment she forms with her caregiver performs the dual function of supporting the baby's initial attachment with the family while enhancing the baby's experience of being cared for well. A baby held in a caregiver's arms locks eyes with her, and through this sometimes silent, sometimes verbalized communication, intersubjectivity results (Rochat, 2001; Stern, 1985). That is, the baby and caregiver share emotions and are "on the same page." As the baby gets a bit older and turns her focus outward, she and her caregiver focus together on a bird or squirrel, on another child playing across the room, on a toy, or on a parent just entering the room. The caregiver supports joint attention as she watches for the child's interests and follows her gaze to share that interest with her. Joint attention lays the foundation for the many instances in which children and adults want to and must share focus in the future.

To many people's surprise, relationships with peers are important to children from an early age. Babies are fascinated by slightly older children who move quickly and competently, yet are small enough to be closer to their eye level than are adults. Toddlers and even non-walkers will take objects from one another, since an object that another child manipulates is much more interesting than when it is stationary on a shelf. However, children of this age quickly become interested in something new, and when the child drops the toy, caregivers can return it to its original "owner" without any fussing from either child.

From very early on, children are remarkably compassionate. A very young child may hand a caregiver a crying child's pacifier or bottle, knowing it will comfort him. Children who spend time in care together become almost like siblings, and, in addition to moving primary caregivers to the next age group with their children, programs plan for a group of children to move together. Such programmatic decisions recognize the importance of adult *and* peer relationships for very young children.

Even the youngest children sense the rapport between their families and the people who care for them during the day. Children reach for the photos of their families, covered in plastic and backed with Velcro to stick on the wall. Families and caregivers find various ways of remaining in steady communication with one another and collaborate on behalf of the child. An erasable board lists who will be picking up a child, and when she slept, had a diaper change, and etc. Daily notes for parents at pick-up time record special moments during the day. A password-protected class blog captures the day in photos and quick captions. Staff is accessible to families via phone, text, and email as well.

Engagement with the world

At this age, children are taking in the world through their senses and their movements. They mouth whatever they can to learn more about whatever it is. They create problems to solve ("can I squeeze in there?") and work persistently to solve them. Toys form the basis of their daily

curriculum, and those who work with infants and toddlers choose toys that enable children to make something happen. Teacher-caregivers avoid windup or electronic toys that require adult assistance to work. TV, computers, and video have no place in a room for children younger than two (American Academy of Pediatrics, n.d.), since children that young cannot make sense of the visual representations. Instead caregivers provide rattles and balls and toys with levers and buttons to push that give children the satisfaction of causing a reaction and enjoying its effect. Most children in this age range take pleasure in pulling apart puzzles with knobs, and some of them enjoy fitting the pieces back into the puzzle as well. A favorite material is a clear plastic tube about 2 or 3" in diameter that is affixed diagonally to the wall and has a bucket of balls that the child rolls through the tube. Once children are walking, they love carts and carriages that they load up and push around the room.

Children snuggle soft toys, too, or simply carry them as they navigate around the room. They are on the cusp of pretending with them and with toy food and other objects. Young toddlers may not use these objects as intended and instead may hand one to an adult who thanks the child and returns it. Children engage in lots of such reciprocal behaviors, which lay the foundation for conversations and turn taking.

Knowing that children of this age concentrate on moving and figuring out new ways to move, teachers have simple climbing equipment in the room itself – a carpeted ramp and a step to a low platform, for example. Or they may have an infant-size climber. Carpeted boxes challenge children to climb, too, and many children love climbing into them and sitting for a while to observe the activity of the room. Tunnels to crawl through offer the added attraction of hiding and being found. With gross motor equipment in the classroom, children have constant access to climbing and otherwise stretching their physical abilities.

In addition to activity indoors, children from the very youngest on up thrive on outings beyond the classroom. Leaving the room for the outside world provides new input from the natural and social world. One teacher may go for a walk around the block with two children in a double stroller. Or two or three children who are walking may go with a teacher down the hall. The change of scenery refreshes everyone and the machines, people, plants, and animals beyond the classroom enrich the curriculum.

Throughout the day, the adults acknowledge babies as they narrate what the babies do. "You're climbing the stairs. Now you're sitting down. And now you're up again!" They go beyond acknowledging actions when they talk to a baby about what the child might think or feel, supporting the child's growing sense of self (Meins, 1997). These descriptions surround the babies with meaningful talk directed to the children themselves. Soon enough the children are pointing and asking some form of "What's that?" eager for the name of everything they notice. Books and songs contribute to this rich verbal environment. Very young children do not benefit

from a formal story time, but they thrive on the books a grown up reads aloud to one or two children who cuddle on her lap. Songs come about spontaneously, and very young children thrive when adults sing to them. Lively songs make children move to the music; quiet ones are soothing. Music playing in the background can set a calming or frenzied tone for the room as a whole, and adults choose it carefully.

Curriculum in this room for the youngest children holds them in a safe and comfortable space from which they can explore and learn about the world of people and objects. It reinforces their family relationships as it expands to include the adults and children with whom babies spend their days. It finds a safe balance of stimulation that is neither too much nor too little. The curriculum teaches babies that they can trust themselves and others and that the world is a good place to investigate.

Two's and Threes (2-3 year olds)

Enter a room for twos and threes and you are in a busy place. The children move quickly and often unexpectedly, changing activity and mood more rapidly than many adults can anticipate. Twos and threes frequently have strong opinions but cannot articulate them clearly all the time. The adults who work with them face the challenge and thrill of knowing their young charges well and becoming adept at deciphering their signals. These early care and education professionals plan daily experiences that are both exciting and comforting.

The daily curriculum

The twos and threes are fascinated by comings and goings, appearances and disappearances and may protest strongly when their special person leaves after dropping them off in the morning. Their morning protests do not mean they will offer enthusiastic greetings at the end of the day, although they may. At this age, they become focused on whatever they are doing and may not want to stop. Besides, while saying goodbye in the morning is out of their control, they can decide for themselves if they want to say hello or not when their loved one returns. Working on issues of separation and return, twos in particular enjoy hiding and being found. They stuff toys into cabinets and remove them, only to stuff them in again. In this way, separation in its many guises becomes an essential part of the curriculum.

Most of the children in this age range are ready to run, jump, and climb wherever and whenever they can. Outdoor time on the playground or on outings is a must. During outings, walking or in a large wagon that holds six children, twos and threes take in the world, naming it, processing what they see, and asking “why?” Although they are famous for their short attention spans, they can stand enrapt, watching a bug or a truck for longer than most adults would imagine. In the playground or yard, these children stretch their capabilities, playing chasing games and figuring out slides and stairs, ladders and swings.

Their small motor coordination, too, has developed such that they can grasp the tiny knobs on some puzzles and can push large Lego® pieces together. Playdough to squeeze and pound, sand to pour and dump, and finger-paint to squish are among their favorites, and their adults are careful to make sure these items are safe if children ingest them.

While twos in particular often declare “mine” about almost everything, they are not usually proprietary about their work. They happily paint on one large sheet of paper, spread out like a table cloth over a low table. They use their entire bodies to paint or to draw or glue and usually make no claim to what they have created. Their interest is in the process, in the joy of moving and making something happen, not in the product.

By the end of the second year, most children experience a language explosion and the room is filled with talk from teachers *and* children. Children typically speak in single words and then

two-word sentences, still using actions and gestures to communicate. Marisela, for instance, grabs an adult's hand and says, "Walking!" to guide the adult to the toys she wants to use next. This newfound ability to communicate can turn what used to be a frustrated 18-month-old into a calmer child who can now use words to get what she wants. Nonetheless, tantrums are not necessarily a thing of the past, since a two-year-old's (and even a three-year-old's) intense emotions can make a child's language abilities temporarily inaccessible to her.

Interpersonal connections

The grownups with whom two- and three-year-olds spend their days are a source of stability and comfort. These adults also create exciting environments for the children to explore and experiences that engage them. Working with twos and threes means continually balancing what children know well and what is new to them, the soothing and the stimulating.

Before the children arrive, the adults who work with them arrange the space and put out materials, some of which the children know well and others that are new and intriguing. For example, Maria and her two co-workers set up cornstarch and colored water for four children. The water table is open with a small amount of warm water and funnels and cups. The block area is stocked with simple shapes, animals and vehicles. Each adult positions herself near one or two areas. As children arrive with a family member, Maria and her colleagues greet them and invite the parents to stay for a few minutes, if they can, to read to their child before saying goodbye. This eases children's transition into the day but is not possible for those adults who must rush to work.

Goodbye routines are vital for some children. Every day, Charles gives his mom a hug and goes with Maria, who holds him at the window as they wave goodbye to Charles' mom together. After she's out of sight, they linger for a moment before Maria asks Charles if he'd like to fix her some breakfast and off they go to the plastic food and wooden stove and refrigerator. Maria has been Charles' primary caregiver since he was tiny. He continues to rely on her first thing in the morning and periodically throughout the day as he returns for refueling at the safe base she provides. However, he spends most of the day playing on his own and with the other children.

Charles and many other children in this age range find whatever their peers do to be contagious. One of them bangs on the table, and they all bang their spoons. One child uses the potty, and a troop of toddlers is ready to join her. In fact, toilet learning is not so hard when everyone is doing it. Much of their play is parallel to one another, but that does not mean that the other children are not important. Four children play on a large indoor structure, climbing up and sliding down. One child leaves to go to the play dough table, then another follows. Then the game is over and everyone disperses, although while they were playing they did not seem to be paying attention to one another at all.

The wise adult who works with twos and threes knows that peers are vital companions, especially when children have been together since they were babies. With this in mind, the grownups design spaces where children can interact in small groups – a sand table for four children, room for no more than four others at an art experience, and room for two at a snack table where children can help themselves. In small constellations, the children can pay more attention to one another and no one gets lost.

Children of this age can have a short fuse, and solutions to problems may be hard for them to see. For example, crowded together on the rug or in a family area, children may topple over on one another or crowd each other. The child who does not like that may bite, pinch or kick self-protectively but unacceptably. To avoid undue conflict, adults plan time so children are neither rushed nor bored and design space that allows enough room for everyone.

Two-year-olds can solve many problems for themselves and do not always need an adult to resolve situations for them. The vigilant adult watches to see when the children need help and steps in to do just enough to prevent children from getting hurt or hurting one another.

Engagement with the world

The twos and threes are gathered in the back of the building, watching a garbage truck. They see workers toss in bags. The truck then does something almost miraculous. Part of it lowers and when it lifts, the garbage bags are gone, compacted and in the truck. The children remain transfixed and continue watching until the workers finish the job and jump into the truck, waving to the children. This is curriculum.

What is interesting about a garbage truck? First of all, it is a part of the grownup world that these children experience regularly. Second, the truck is big and makes a lot of noise. Third, and perhaps most important, the truck makes something disappear.

Back in the classroom several children play with toy garbage trucks in the block area. Others read a book about a garbage truck with one of the grownups in the room. Two other children pretend to be the truck, although only those who know the children and their experiences well would recognize the noises and motions as what they are. This unlikely curriculum fascinates the children. They will build a garbage truck from cardboard boxes that they can sit in themselves and will branch out to include other trucks in their study, along with other jobs people in their community do using trucks.

The adults who work with these children know what to expect from their age group and, more importantly, observe closely and record what they see to design curriculum that fits their particular group. They stay in close touch with the families to know children better and for feedback about what works and what does not. For example, one day when the group sang “The

Wheels on the Truck” (to the tune of “The Wheels on the Bus”), Marisela walked away from the group and lingered near the climber. The next day, though, her father told Maria that Marisela kept singing something that sounded like “Round and round.” They realized then that although Marisela seemed disengaged from the group, she was paying attention from the distance she needed.

The twos and threes have a full day every day. Beginning with a separation from their families and with support from their caregivers throughout the day, they busily engage in a wide variety of experiences, often with or near one another. They play hard, they usually enjoy their food, and most of them sleep well. They are eager to engage in curriculum that interests them, and through it their language increases as does their knowledge of the world around them.

Preschoolers and Kindergarteners

The walls of the preschool and kindergarten rooms reveal the potential intensity and focus of the children's work and play. Their paintings show the growing representational quality of their thinking. Neatly printed tags with words the child dictated to a teacher accompany many paintings, since the children talk about their work. When their teachers display a record of what the children say, the signs accompanying their artwork and block buildings support the children's beginning understanding of the connection between written and spoken words. Charts document trips, class visitors, and the children's daily discussions. Dramatic play now takes a major role in their lives and this area and the block area have a large share of the room along with areas for tactile materials, art, drawing and writing, scientific investigations, manipulatives, cooking, and woodworking plus a cozy reading area. Artwork and records of scientific observations hang in those areas. The room is abuzz with children playing in different areas, talking to each other or intently working on their own.

The daily curriculum

The day begins as families drop off their children or as the children arrive by bus. Teachers greet them and their family members, and the adults exchange a few words about the day before and the upcoming day's activities. The teachers invite the children to the areas that are open at the start of the day. As with younger children, the teachers have set up areas of the room in advance, and children can plunge into an art activity, clay or water. Children busily set up projects for themselves at the drawing and writing table and take out manipulative materials to use at another table. Later in the day, many more areas will be open for them to use. Some children quickly say goodbye to their family members; others are more reluctant. Some involve themselves immediately in constructing a motel with recycled boxes and glue. Others prefer to read a book or just sit on an adult's lap and watch the activity around them. One child pulls his mother to the attendance chart where he turns over his name. Only then will he give her a kiss and say goodbye. He remains at the chart, checking the room to make sure that all of the children there have turned over their names. If they have not, he approaches them for permission to do that job for them.

The children's day follows a predictable schedule, which the teachers post using photographs of the room and written labels for each part of the day. The writing and graphics support what the children already know and can anticipate and also inform them of any unusual occurrence, such as a special guest. At morning meeting, they talk about what will happen during the rest of the day and what they will do in relation to the current study. Now, most of the children are able to sit together and pay attention to one another as they take turns talking, although some children sit on bumpy pads that help them to sit. The meeting is short, because, although children have greater capacity to sit and listen than previously, they still gain more from active experiences.

As with younger children, outdoor time is vital for four- and five-year-olds. They swing from the bars, climb and run and challenge themselves to slide down the pole like a firefighter. Some children hang back and would sit on a bench with the adults if the adults sat still. Instead, to learn as much as possible about the children in every setting, to supervise for safety, and to encourage physical exercise for everyone, the adults are up and about in children's midst.

Often groups of three or four children go on small side trips with one adult to investigate something relevant to their area of study, to go to the public library, or to purchase something for the classroom. On one occasion, a small group visited the motel down the street to interview the owner. The teacher checked in advance to make sure it was a slow time for the hotelier, and the children generated their questions beforehand. Upon returning to the classroom from their trip, the children drew what they had seen and built a motel out of blocks. Then, using their drawings, block building, and the photos they and the adult took during their visit to the motel, they presented their findings to the rest of the group. Since everyone wanted a chance to go, the teacher made a list and proceeded to plan for additional small group visits to the motel.

Lists, charts, photos, and drawings make sense to children in this age range. The children themselves represent the world every day through their dramatic play indoors and in the yard. They use that play, which is now more elaborate than when they were younger, to imagine all sorts of things and to make sense of their experiences. They use real objects, such as telephones, an old laptop, and note pads for the motel office they are building, and improvise when they lack an object they need.

Interpersonal connections

Now peers are more important to the children than ever before. Indoors and outdoors, they play with each other, much of the time without needing an adult's intervention. One hears children negotiating with, "I'll be your best friend," or "Then you can't come to my party." These offer opportunities for adults to raise questions and have open discussions about friendship and how it feels to be a best friend or to be excluded from a party. Four-year-olds may be sure about whom they like and whom they do not, but they may not be clear about their reasons, and classroom relationships can shift depending on any number of factors. Some children know that they can have an infinite number of friends. Others believe they can only have one at a time.

The adult's job is to build community with these small people who care about each other and about their own place in the group. Skillfully led discussions air issues without preaching to children and shutting down conversation. As children continue to talk about what they think about friendship and how it works, they develop their ideas about what it means to be a member of their society, the classroom.

Engagement with the world

Preschoolers and kindergartners are ready to engage in long-term in-depth study of a multi-faceted issue. Thinking about where they live and how parents earn their livings, this group of teachers chose to investigate tourism with the children. They began by asking the children what they would want visitors to their community to know about it, and the children drew pictures that illustrated and added to their answers. Out in the community, they took many photographs that they categorized and considered with their drawings. They labeled the categories and, at a class meeting, they discussed which categories were most important to include in brochures about the community and its highlights.

After a discussion of where visitors would stay, the children began visiting the motel. They set up a motel office in their classroom, and played visitor and hotelier there and with the motel they built from blocks. The motel they built included a pool, a laundry, and a restaurant. In answer to a teacher's question about how people got to the motel, they built a network of roads leading to it from the highway. They began to think about where else visitors would eat and extended the study to include restaurants. As part of this segment, they visited several parents at their restaurant jobs, and one parent came to a class meeting to talk about his job as a cook. The children wrote thank you notes to their guests and to all the people they visited and interviewed. They charted all the restaurants in town, categorizing them by type.

In one class meeting, the children talked about a favorite restaurant on the plaza and the class voted to visit the restaurant for lunch and interview the chef to learn how he decides what to cook for all the visitors to their town. On the day of the field trip the children noticed two adolescents asking for money or food right outside the door of the restaurant. The children wondered who these people were and why they were asking for help. Their discussions were further enriched when, back at school, the teachers invited a mother who knew a lot about homelessness to answer children's questions. The children learned that some people, even teenagers, do not have homes. After much discussion the class decided to have a bake sale and donate the money to the local homeless shelter.

Throughout their study, the children read and wrote and learned a wide range of literacy, numeracy, and engineering skills. They sorted and counted and created patterns as they developed their brochures. Their collaborative block building led them to measure, balance, and design as they developed a representation of what they saw on their trips. Through the restaurant and its cooking activities, they used mathematical skills and made scientific hypotheses and observations. Finally they learned together about where they live and how life works there. They were delighted to be part of their adults' world. Through this study, they also learned that although everything is not perfect, they can do something to make their community better.

In a thoughtfully organized classroom, young children can use their newfound skills and interests to work and play together and learn about their world. In so doing, they gain knowledge, apply concepts, and develop skills that they will need throughout their educational experience. Most importantly, they do so with relish, because their classroom is an interesting place, one to which they and their teachers look forward to coming each day.

Making Connections

In this section we illustrate the connections between Developmental Interaction Approach (DIA) principles, the New Mexico Early Learning Guidelines, and the ongoing assessment of learning. We meet (b)(6) and read about his work with older toddlers in a classroom serving 10 children.

Again, the principles are:

1. All educational work is grounded in an integrated understanding of human development and an acceptance that people learn in different ways and at different rates.
2. Children's families are an essential part of their education and care experience.
3. Diversity is a resource for adults and children. Learning is social and children learn in interaction with each other and their environment.
4. Children engage intellectually and emotionally with materials, ideas, and people, as individuals and as a community.
5. Both adults and children ask and pursue answers to challenging and worthwhile questions.
6. Adults guide and facilitate learning and respect children as playful learners, experimenters, innovators, explorers, artists, and communicators.
7. Children and adults advocate for fairness and justice.
8. Adults become lifelong learners and inspire children to become lifelong learners.

Starting with Principle 1, (b)(6) has studied child development theories and understands that the toddlers with whom he works learn in different ways and at different rates. (b)(6) gained knowledge of each child and their family through home visits and other activities he and his team created to build relationships with families. He understands the role of the educator is to initiate and maintain relationships with families. (b)(6) continuously implements Principle 2 thereby increasing his knowledge and understanding of who the children are in his care. As he thinks about his classroom community of learners, (b)(6) studies the New Mexico Early Learning Guidelines (ELGs) which serve to help him generate a tentative list of the knowledge and skills the children in this age range will develop. He knows that planning involves individualizing for all the children in his care, which is Principle 3.

Next (b)(6) makes curriculum decisions while studying children and comparing his observations with the ELG's. In the following example, we see how Principles 4-7 are integrated. This entails (b)(6) creating the social and physical environment of his classroom, planning investigations that emerge from the children and knowledge of the local community, and facilitating children's development in all domains. We join (b)(6) and the children midmorning:

The older toddlers are just finishing their morning snack. (b)(6) remains at the table with a clipboard on his lap as he listens to (b)(6) two "best friends." These young children are sharing pita bread and hummus while chatting about the new class pet, a rabbit. (b)(6) knows that by listening carefully to the children's conversation, he will learn about (b)(6)'s and (b)(6) communication capabilities. He documents the rich conversation on his clipboard. Later, during nap, (b)(6) returns to his notes, reflecting on the observation. Using the ELG's as his guide, he turns to the Communication section and notes that both children demonstrated "the capability to speak clearly enough to be understood by their friend." Also, both were able to "express complex ideas" about building a home for the bunny. (b)(6) also observed that (b)(6) consistently "initiated socially expected communication" by waiting until (b)(6) was finished talking before she responded. (b)(6) did not. He would start talking without taking turns in the conversation.

Turning to the ELG section on Beginning to Know about Ourselves and Others, (b)(6) also documents that (b)(6) both showed great "enthusiasm for the company of others". In the room while children are napping, (b)(6) spends the next 10 minutes writing down his description of the observation and his conclusions about (b)(6) developing communication and social skills. These notes go into their individual documentation folders. Based on this documentation, (b)(6) makes the following decisions: 1) assist (b)(6) with conversational turn taking, and 2) begin a whole group curricular conversation with the idea of planning and building an outdoor home for the new class pet.

(b)(6) comes to work the next day with books about rabbits from the local library. He also made arrangements for a neighborhood walk this week to visit the local lumberyard. The classroom is set up with today's morning activities: water table, easel painting, blocks, and table toys. Children and families arrive. Slowly the morning good-bye routine ends and three children join their other teacher (b)(6) to prepare carrots and celery for snack as others play with the newly offered puzzles. (b)(6) invites children to join him on the rug to read the book *Busy Bunnies*. Five join him, including best friends (b)(6) while the remaining two children stay at the water table. The toddlers move with the text, hopping and munching as bunnies do. Although only five are on the rug with (b)(6) most of the children are listening from their activity area and moving to the text.

After reading and rereading the story, (b)(6) intentionally draws the children's attention to the illustrations of the homes in which rabbits live. One child returns to the puzzles and four stay with (b)(6) as he poses questions about building a home for the new class pet, (b)(6) and these four toddlers go to the block area and begin building a home with blocks and boards. During block construction and conversation with the small

group, (b)(6) pays particular attention to (b)(6). He intentionally and gently guides Micah to listen to his friends and take turns talking as they discuss plans as a small group. When finished, Daddy Bunny is put into his new home. Throughout the day there is much dialogue and wonderings as the children observe Daddy Bunny exploring his new home in the block area.

By the end of the day, however, the toddlers decide that Daddy Bunny might need an even bigger home. He was not hopping around. Caring for the new class pet and thinking about its perspective illustrates Principle 8. The next day the morning starts with teachers (b)(6) and (b)(6) and two parent volunteers walking to visit the lumberyard. Using a wagon, they return with wood and chicken wire to create a home for Bunny.

(b)(6) used the Developmental Interaction Approach principles to guide his work with the whole group and individuals within the group. The New Mexico Early Learning Guidelines outlined the developmental expectations against which (b)(6) compared his observations of children's accomplishments. The Guidelines offered (b)(6) a general idea of what to expect next and assisted him in identifying ways to support the child's learning and development. We see Principle 9 in action as (b)(6) engages in ongoing study of the children in his care while simultaneously creating a curriculum for playful learning for the toddlers.

Educators, such as (b)(6), who use the ELGs in this way, conduct systematic, on-going observational assessment that is criterion-based. They observe children in action, write factual, specific and descriptive observational notes and collect artifacts and work samples as evidence to support conclusions they draw when evaluating the child's progress. Based on these data, they formulate goals and objectives that are meaningful for the child and family.

Meals, transitions and outdoor explorations, along with indoor play times, are opportunities for educators to integrate the ELGs. Children demonstrate their skills and capabilities in all that they do not just in specified assessment tasks or content-related activities. They use language as they play with friends outdoors, converse at snack time and transition from activity to activity. They problem solve, focus attention and apply their skills as they build with blocks, put together puzzles, look at familiar books and take roles in dramatic play scenarios. They count and use concepts of quantity as they set the snack table, take attendance or determine how many children are waiting to wash their hands. They recognize alphabet letters as they see their names in print on helper charts and name cards and often attempt to write letters as they participate in meaningful play such as going grocery shopping or writing notes to each other. Throughout, educators and children engage in the learning process together.

A cycle of such observation, reflection, planning and implementation is the basis for all curricular planning for infants, toddlers, preschoolers and kindergartners. Adults implement

strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges. Some children will need additional supports to participate in daily curricular experiences. Together with families and specialists, the educator makes informed decisions based on the authentic assessment process, to plan instruction and interventions as warranted. When considering referral for special services, the guidelines can help educators identify the need for *further* assessment with norm-referenced screening tools or other assessment instruments.

Conclusion

Educators advocate for quality curriculum for all young children. They understand that good teaching takes time, resources and opportunities for ongoing reflection, dialogue and enjoyment of this important work (Carter & Curtis, 2009). Early care and education professionals who follow the Developmental Interaction Approach are aware of what they believe about children and how they learn; they have clear ideas about knowledge and how people acquire it. These professionals understand that all aspects of children's development – their physical, social, emotional, linguistic, spiritual, and cognitive development – are related to each other and interact with children's experiences, temperaments, and biology. They see that children's learning occurs in the context of the family and community and regard family members as partners in the children's educational experience. They have subject matter knowledge and a thirst for more knowledge and understanding. Through reading, observation, and practice, educators constantly increase what they themselves know about the world. They are committed to personal and professional growth. As responsible citizens who are deeply concerned about fairness and equity, adults who work with children look upon care and education as the route to children's active participation in democratic processes (Nager & Shapiro, 2007).

References

- American Academy of Pediatrics. (n.d). Media and Children. Retrieved April 11, 2014.
<http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/pages/media-and-children.aspx>
- Barnett, S. & Frede, E. (2010). The promise of preschool: Why we need early education for all. *American Educator*. Spring, 21-40.
- Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1986). *Women's way of knowing*. New York: Basic Books..
- Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice, revised*. . Washington, DC: National Association for the Education of Young Children.
- Bronfenbrenner, U. (1979) *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Bowman, B. (2006). Resilience: Preparing children for school. In B. Bowman & E. Moore (Eds.), *School readiness and social-emotional development: Perspectives on cultural diversity*. (49-57). Washington DC: National Black Child Development Institute.
- Bussyc, V. & Wesley, P. (Eds.). (2006). *Evidence-based practice in the early childhood field*. Washington DC: Zero to Three Press.
- Cahill, B. & Theilheimer, R. (1999). "Can Tommy and Sam get married?" Questions about gender, sexuality, and young children. *Young Children*, 54(1), 27-31..
- Carter, M. & Curtis, D. (2009). *The visionary director: A handbook for dreaming, organizing and improvising in your center*. . St Paul, MN: Redleaf Press.
- Casper, V. & Theilheimer, R. (2010). *Early childhood education: Learning together*. New York: McGraw-Hill.
- Cuffaro, II. (1991). A view of materials as the texts of the early childhood curriculum. In B. Spodek & O.M. Saracho (Eds.), *Issues in early childhood curriculum*. New York: Teachers College Press.
- Delpit, L. (1993). The politics of literary discourse. In Perry & Fraser (eds.) *In Freedom's Plow*. NY: Routledge, pp. 285-296.

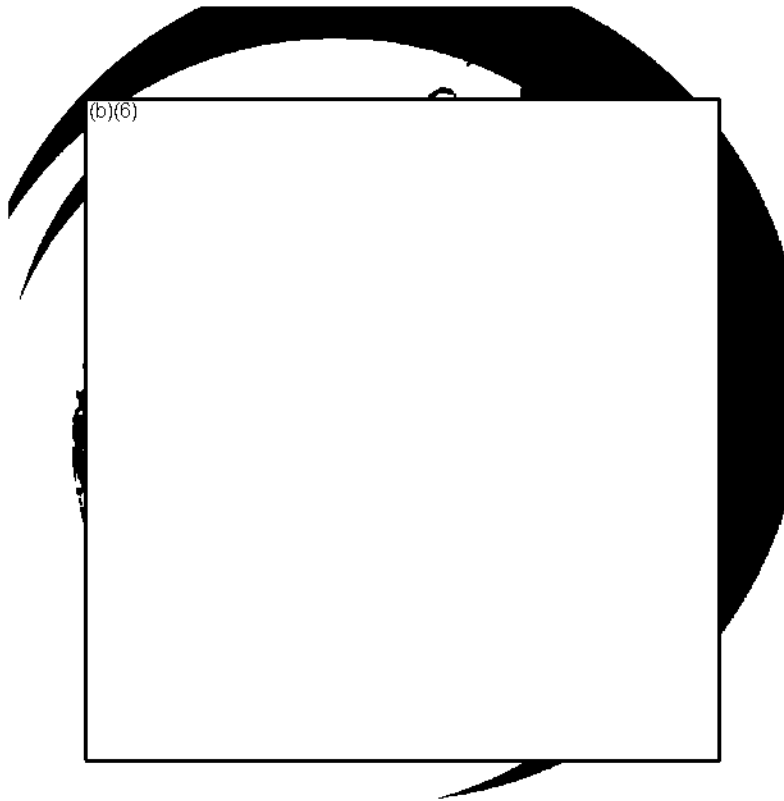
- Dewey, J. (1910/1933). *How we think*. Buffalo, NY: Prometheus books.
- Dewey, J. (1916/1985). *Democracy and education*. In *the middle works of John Dewey*, vol. 9, . . . 1899-1924, 93. Carbondale: Southern Illinois University Press.
- Dewey, J. (1934). *Art as experience*. New York: Perigee Books.
- Dewey, J. (1938/1997). *Experience and education*, New York: Touchstone.
- Edwards, C., Gandini, L., & Forman, G. (1998). *The hundred languages of children: The Reggio Emilia approach to early childhood education- Advanced reflections*. 2nd ed. Westport, CT: Ablex.
- Faber Taylor, A., Wiley, A., Kuo, F. & Sullivan, W. (1998). Growing up in the inner city: Green spaces as places to grow. *Environment and Behavior*. 30(1), 3-27.
- Firlik, R. (1994). Promoting development through constructing appropriate environments: Preschools in Reggio Emilia, Italy. *Day Care and Early Education*, 22 (1), 12-20.
- Fisher, K., Hirsh-Pasek, K., Golinkoff, R., Singer, D., & Berk, L. (2011). Playing around in school: Implications for learning and educational policy. *The Oxford handbook of the development of play*, 341-362.
- Freire, P. (1996) *Letters to Cristina: Reflection on my life and work*. New York: Routledge.
- Gebhard, B. (2009). *Early experiences matter*. Zero to Three Policy Center.
- Glassman, M. (2001). Dewey and Vygotsky: Society, Experience, and Inquiry in Educational Practice. *Educational Researcher*, 30, 4, 3-14.
- Gonzalez-Mena J. & Eyer, D. (2012). *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education*. New York: McGraw-Hill Higher Education.
- Halle, T., Forry, N., Hair, E., Perper, K., Wandner, L., Wessel, J. & Vick, J. (2009). *Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study - Birth Cohort (ECLS-B)*. Washington, DC: Child Trends.
- Hargreaves, A. (1997). Rethinking educational change: Going deeper and wider in the quest for success. In A. Hargreaves, A. (ed.) *Rethinking Educational Changes with Heart and Mind*. 1997 ASCD Yearbook, Alexandria VA, Association for Supervision and Curriculum Development, (1-16).

- Hirsh-Pasek, K. & Golinkoff, R.M. (2014). Playful learning: Where a rich curriculum meets a playful pedagogy. *Preschool Matters*, A blog of the National Institute for Early Childhood Research.
- Howes, C.; Bryant, D.; Burchinal, M.; Clifford, R.; Early, D.; Pianta, R.; Barbarin, O.; & Ritchie, S. (2006). *National Center for Early Development and Learning (NCEDL) issued statement*. Chapel Hill, NC: NCEDL, FPG Child Development Institute
- Isaacs, S. (1929). *The nursery years: The mind of the child from birth to six years*. New York: Schocken Books.
- Isaacs, S. (1930). *Intellectual growth in young children*. London: Routledge.
- Kaczmarek, L. (2006). A team approach: Supporting families of children with disabilities in inclusive programs. *Beyond the Journal: Young Children on the Web*. <https://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf>
- Marcon, R. (2002). Moving up the grades: Relationship between preschool model and later school success. *Early Childhood Research and Practice* 4 (1). Online: <http://ccrp.uiuc.edu/v4n1/index.html>
- Meins, E., Fernyhough, C., Wainwright, R., Das Gupta, M., Fradley, E., & Tuckey, M. (2002). Maternal mind-mindedness and attachment security as predictors of theory of mind understanding. *Child Development* 73(6), 1715-1726.
- National Association for the Education of Young Children. (1995). *Position statement on Responding to linguistic and cultural diversity: Recommendations for effective early childhood education*. <https://www.naeyc.org/positionstatements/linguistic>
- Nager, N. & Shapiro, E. (2007). *A progressive approach to the education of teachers: Some principles from Bank Street College of Education*. Occasional paper series, 18. New York: Bank Street College of Education.
- Noddings, N. (1987). Fidelity in teaching, teacher education, and research for teaching, *Harvard Educational Review*, 56(4), 496-510.
- Palmer, P. J. (2010). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.

- Piaget, J. (1978). *The development of thought: Equilibration of cognitive structures*. London: Blackwell.
- Piaget, J. & Inhelder, B. (1972). *Play, dreams, and imitation in childhood*. New York: Basic Books.
- Rochat, P. (2001). Social contingency detection and infant development. *Bulletin of the Menninger Clinic*, 65(3: Special issue), 347-360.
- Rubin, K., Bukowski, W., & Parker, J. (1998) Peer interactions, relationships, and groups. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (p. 619–700).
- Russ, S. & Wallace, C. (2013). Pretend play and creative processes. *American Journal of Play*, 6(1).
- Sanchez, S., & Thorp, E. (1998). Policies on linguistic continuity. *Zero to Three*, 18, 12-20.
- Seefeldt, C., Denton, K., Galper, A., & Younoszai, T. (1999). The relation between Head Start parents' participation in a transition demonstration, education, efficacy and their children's academic abilities. *Early Childhood Research Quarterly*, 14, 99–109. doi:10.1016/S0885-2006(99)80008-8
- Stern, D. (1985). *The interpersonal world of the infant: A view from psychoanalysis and developmental psychology*. New York: Basic Books.
- Theilheimer, R. (2006). Molding to the children: Primary caregiving and continuity of care. *Zero to Three*, 26, 3.
- Thelen, E. & Smith, L. (2006). Dynamic systems theories. In R. Lerner (Ed.), *Handbook of child psychology, vol. 1, Theoretical models of human development*, 6th ed., (258-312). New York: Wiley.
- Tout, K., Halle, T., Daily, S., Alberson-Junkans, & Moodie, S. (2013). *Research at a Glance: The Research Base for a Birth through Age Eight State Policy Framework*: http://carlysuccess.org/sites/default/files/website_files/files/ChTAlliance%20R%20at%20a%20Glance%20v9%20wactive%20links.pdf
- Vascellero, S. (2011). *Out of the classroom and into the world: Learning from field trips, educating from experience, and unlocking the potential of our students and teachers*. New York: The New Press.

- Vygotsky, L. (1935/1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. (1986). *Thought and language*. Cambridge, MA: Harvard University Press.
- Walker, C. & Gopnik, A. (2013). Causality and Imagination. *The development of imagination*. Oxford University Press: New York.
- Weisberg, D., Zosh, J., Hirsh-Pasek, K., & Golinkoff, R. (2013). Talking It Up. *American Journal of Play*, 6(1).
- Williams, L. & Norton, N. (2008). Thought-provoking moments in teaching young children: Reflections on social class, sexual orientation and spirituality. In C. Genishi & A. Goodwin, (Eds.) *Diversities in early childhood education: Rethinking and redoing*. (103-118). New York: Routledge.
- Zeichner, K. & Liston, D. (1996). *Culture and teaching*. Mahwah, NJ: Lawrence Erlbaum.

APPENDIX F
FOCUS Essential Elements of Quality



July 2014

**New Mexico FOCUS: Essential Elements of Quality
for Center-Based Early Care and Education Programs**

Commitment Statement

New Mexico is committed to creating and sustaining an early learning system that focuses on building high-quality, comprehensive, community programs that form a continuum of integrated services. This commitment reflects the goal adopted by the **New Mexico Early Learning Advisory Council** that, "every child in New Mexico will have an equal opportunity for success in school, based on equitable access to an aligned and high quality early learning system."

Early childhood public policy reforms in New Mexico are built upon the belief that families and community must be the platform from which all efforts are launched. We believe that all work must be informed by and driven by a deep respect for the diverse values and cultures of New Mexico's families. Although New Mexico has been at the forefront of the movement to create standards within the early childhood system, it has taken great care to ensure that these standards do not impose the standardization of practice upon individual children, their families, or the communities where they live. Rather, it is the State's experience that these standards provide a framework within which programs are able to flourish, implementing unique and appropriate programs that are based on the strengths of each community. This way, community-specific programs are able to reflect the history, culture, language, and traditions that must be preserved and strengthened to support each and every child's success.

New Mexico is creating an early learning "system of systems" that transforms disconnected, siloed programs that historically have labeled and segregated children because of categorical funding streams. This coordinated early learning system focuses on building high-quality, comprehensive, community programs that are able to work together when provided with a common focus – ensuring that each child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

This acknowledgement and respect for the uniqueness of each community, each family, and each child has led to the establishment of **Guiding Principles for the Full Participation of Young Children in New Mexico's Early Learning System**. **FOCUS: Essential Elements of Quality** reflect these **Guiding Principles**.

New Mexico's Early Learning System of Systems					
Ages					
Prenatal	Birth to One	One	Two	Three	Four to Kindergarten Entry
Home Visiting					
	IDEA Part C Early Intervention – NM FIT PROGRAM			IDEA Part B EC Special Education	
	Child Care				
Early Head Start				Head Start	
					NM PreK

Guiding Principles for the Full Participation of Young Children in New Mexico's Early Learning System

Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child.

We believe that . . .

- Every child has unique gifts and abilities that are to be celebrated and nurtured.
- The early years hold enormous promise for every child to reach his or her full potential.
- Every child learns within the context of relationships and through playful interactions within their environment.
- Every child and his or her family deserve equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

Therefore, we are committed to . . .

- Valuing and embracing all children and their families.
- Involving families and communities as partners and decision makers.
- Overcoming biases to build trust and establish collaborative partnerships that benefit children, their families, and the professionals who work with them.
- Providing choice, flexibility, and continuity of services and supports for families within communities.
- Making a variety of services and support available so all children have access to and can participate in opportunities that are both respectful of and responsive to their family experiences, culture, beliefs, abilities, and circumstances.
- Advancing advocacy efforts for inclusive practices that build upon unique child, family, and community strengths and are accountable to all children and their families.

We will . . .

- Promote every New Mexico citizen's understanding of the importance of high-quality, inclusive early childhood programs and practices.
- Support interactions and relationships that foster self-reflection.
- Utilize information about the growth, development, and experiences of individual children and families for program and curriculum development and improvement.
- Continuously improve services and supports by evaluating current practices and incorporating effective methods, models, and research in our work with children and families.
- Promote the establishment of aligned services and supports that build on both the unique assets of each child and acknowledge the strengths of children's and families' heritage, language, and culture.
- Ensure that services and supports are provided by people who reflect the diversity of the community, are well educated, and are well compensated.
- Establish an integrated, multidisciplinary system of professional development, training, and technical assistance that supports the design, implementation, and evaluation of practices that are respectful of and responsive to each child and family.

What is FOCUS On Young Children's Learning?

FOCUS On Young Children's Learning, New Mexico's Tiered Quality Rating and Improvement System (TQRIS), provides early childhood program personnel with the criteria, tools, and resources they need to improve the quality of their programs. These quality improvements focus on children's growth, development, and learning – so that each child has an equitable opportunity to be successful when entering school. This document contains the **FOCUS: Essential Elements of Quality** that provide a framework for programs as they strive to make quality improvement efforts. The **Essential Elements of Quality** also serve as criteria used to determine a program's STAR Level – the level of quality that is indicated on its child care license. Successfully completing the criteria at FOCUS Levels 3, 4, and 5 correspond to the 3, 4, or 5 STARS on a program's license. Together, the **New Mexico Early Learning Guidelines: Birth through Kindergarten** and the **FOCUS: Essential Elements of Quality** provide:

Common Early Learning Standards, standardized criteria for a common Authentic Observation Documentation, Curriculum Planning Process, and

Common Early Learning Program Standards, a standardized process for Continuous Quality Improvement and standardized criteria for a common quality rating and improvement system.

The **FOCUS** framework is also closely aligned with the New Mexico Professional Development System, a standardized early childhood workforce knowledge and competency framework with a corresponding progression of credentials and licensure.

Just as the **NM Early Learning Guidelines** provide a framework of criteria for children's growth, development, and learning that educators rely on to plan curriculum, the **FOCUS: Essential Elements of Quality** provide a framework of criteria that program personnel can use to plan quality improvements for their programs.

Through **FOCUS**, the state's Early Learning Standards, Early Learning Program Standards, and Early Childhood Professional Development Standards merge. Altogether, they are designed to ensure that many more children, from birth through age five have access to dramatically improved early learning programs so that they enter school with the skills, knowledge, and dispositions they need to be successful. Through the use of a program improvement and quality rating system, early learning programs will increase their ability to focus on children's learning, improve their practice, and as a result of that improvement in practice, improve each child's kindergarten readiness.

(b)(6)

FOCUS
On Young Children's Learning

Table of Contents

Eligibility Requirements for FOCUS Participation 6

FOCUS: Essential Elements of Quality

ESSENTIAL ELEMENT I:
Foundations of Quality 8
 A. Full Participation of Each Child..... 10
 B. Health Promotion and Developmental Screenings..... 14
 C. Professional Qualifications 15
 D. Ratios and Group Size 18

ESSENTIAL ELEMENT II:
Quality Practices that Support Children's Growth Development and Learning 20
 A. Intentional Teaching: Authentic Observation Documentation
 and Curriculum Planning Process 22
 B. Intentional Leadership: Continuous Quality Improvement 27

History of New Mexico's Quality Rating and Improvement System 31

References 36

Eligibility Requirements for FOCUS Participation

To be eligible for **FOCUS**, programs must meet and maintain the following:

Licensing

1. Child care programs must be licensed by the State of New Mexico and show evidence of substantial compliance with state licensing regulations.
2. Head Start and other early care and education programs operated by the military, tribal programs, and others must show substantial compliance with their regulatory agency.

Program

1. Program must agree to implement the New Mexico Authentic Observation Documentation Curriculum Development Process as defined using the **New Mexico Early Learning Guidelines: Birth through Kindergarten**.
2. Program must agree to implement the *Guiding Principles for the Full Participation of Young Children, Birth through Age Eight, in New Mexico's Early Learning System*.
3. Program must engage in the ongoing Leadership and Continuous Quality Improvement process.

Site Director and Educators

1. Site Director must meet director qualifications in the Child Care Licensing Regulations without licensing waivers, variances, or exemptions.
2. All educators working directly with children employed after the **FOCUS** letter of agreement has been signed must have a high school diploma or equivalent (GED).

Data Reporting

1. Program must meet all **FOCUS** reporting requirements and ensure that the required data is current. This includes, but is not limited to, program data, classroom data, educator data, and child data using the **FOCUS** database system.

Fair Labor Standards Act

1. Director/Owner must provide signed acknowledgment stating that they are knowledgeable of all applicable regulations in the federal Fair Labor Standards Act (FLSA; see <http://www.dol.gov/whd/flsa/>) and have shared this information with their staff.

(b)(6)

FOCUS: Essential Elements of Quality

ESSENTIAL ELEMENT I:
Foundations of Quality

ESSENTIAL ELEMENT II:
*Quality Practices that
Support Children's
Growth, Development,
and Learning*

(b)(6)

FOCUS: Essential Elements of Quality

ESSENTIAL ELEMENT I: Foundations of Quality

Family Engagement

Inclusive Practices for Children with Developmental Delays or Disabilities

Culture and Language Including the Support of Dual Language Learners (DLL)

Promoting Social Relationships

DEFINITION – Full participation refers to the range of practices that promote engagement in play, learning, development, and a sense of belonging for each child.

RATIONALE – Research indicates that human development is the result of an interaction of nature (biological factors) and nurture (experience factors), with culture affecting caregiving practices (Shorrock & Phillips, 2000). Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child (State of New Mexico Children Youth and Families Department, 2010). In **FOCUS**, full participation is addressed in four areas: 1) how families are engaged in the development and learning of their children (family engagement); 2) how inclusive practices are implemented for young children with developmental delays and disabilities; 3) how the cultures and languages of each child, including young dual language learners (DLLs), are reflected and supported (culture and language including Dual Language Learners (DLLs); and 4) how focused attention is paid to promoting social relationships.

DEFINITION – Attention to each child's health and wellness (including mental health) establishes a foundation for healthy development and provides for early detection, support, and intervention. With parental consent, quality programs use information from screenings and assessments to provide appropriate referrals while supporting the full participation of each child and their family.

RATIONALE – At a well child visit, medical personnel check for health related issues and ensure that children's immunizations are current. They also check with families about any concerns they might have. A developmental screening provides families with information about their child's growth and development (American Academy of Pediatrics, 2012; Centers for Disease Control and Prevention, and Center on the Developing Child at Harvard University, 2007). Much of a child's learning is based

on vision. So, a vision screening is vital to detecting and providing information about vision problems that might need correction. Dental health can also have a significant impact on a child's general health and well-being. Poor oral health can lead to serious infections and can lead to limitations in communication and social interactions. Hearing loss can affect a child's ability to develop speech, language, and social skills. The earlier a child who is deaf or hard of hearing begins receiving services the more likely he or she will reach full potential.

DEFINITION - On-going training and professional development ensure that those working with young children have adequate knowledge to provide a developmentally appropriate program that supports each learner.

RATIONALE - Education and training with specialized, child-focused content are directly linked to the quality of educator practice. Site Directors and Education Coordinators in quality programs possess the training and education necessary to support the implementation of a quality program that is consistent with the program's philosophy and mission. Educators possess the training and professional development to recognize that learning occurs within the context of positive relationships. They plan and provide developmentally appropriate activities with experiences that support the growth, development, and learning of each child, including those of diverse cultures, languages, and abilities (Center for the Study of Child Care Employment, 2011; Center for Law and Social Policy, 2009; U.S. Department of Health and Human Services, 2010; State of New Mexico Children Youth and Families Department, 2010; Vu, Leon, & Howes, 2008; Bowman, Donovan, & Burns, 2001; Curby, Ferhat, Edwards & Chavez, 2012).

DEFINITION - Ratios are stated as the number of children allowed per one adult in each classroom at all times. The number of children per adult increases as the ages of children increases. Group size refers to the total number of children in any one classroom or clearly defined space.

RATIONALE - When educators have smaller numbers of children and smaller groups, they can supervise the children more carefully, provide more individualized attention, support children's social and emotional needs, plan and implement activities that are developmentally appropriate for each child, ensure that health and safety measures are in place, and engage in more one-on-one communication with the children in their care. One of the most important quality indicators for early childhood programs is the number of children related to the number of educators. Fewer children per adult and smaller group sizes result in positive outcomes for children (Galinsky, 2006; Howes, 1997; Le, Perlman, Zellman & Hamilton, 2006; NAEYC, 2005; Wisconsin Council on Children and Families, 2008).

FOCUS: Essential Elements of Quality

FOUNDATIONS OF QUALITY		
<p align="center">Family Engagement</p> <p>Definition: Family engagement is essential for enhancing children's learning and family well-being. Family engagement occurs when there is an ongoing, reciprocal, strengths-based partnership between families and their children's early childhood education programs (Halkunseih et al., 2009).</p> <p>Rationale: Positive family-program connections have been linked to greater academic motivation, grade promotion, and socioemotional skills across all young children, including those from diverse ethnic and socioeconomic backgrounds (Christenson, 2000; Mantzicopoulos, 2003; McWayne et al., 2004).</p> <p>The following continuum of examples is provided as a reference or guide to be used in the <i>Continuous Quality Improvement (CQI) Process</i>. Programs are encouraged to use other recommended self-assessment tools for this purpose as well.</p>		
Beginning	Intermediate to Advanced	High Quality
The center and classrooms reflect a welcoming environment for families. Greeting families as they drop off and pick up their children displaying family and child photographs throughout the classroom at child's and families' eye level, and ensuring that posters and signs are clear and in families' home language.	<p>There is evidence in the Lesson Plan and assessment information that the program encourages and validates family knowledge and participation in decision making related to their child's education by obtaining crucial background information and setting up learning goals for their child.</p> <p>Lesson Plans reflect how staff and families collaborate in establishing goals for children both at home and at school. The Family Engagement materials have been shared with families.</p>	<p>There is evidence in the Lesson Plans and center logs that center staff encourage family members to share cultural heritage and practices, stories, activities, and language in the daily classroom activities.</p> <p>Program Policies and Philosophy reflect a comprehensive system for promoting family engagement at all levels of the program, including fatherhood engagement.</p> <p>There is evidence that parents participate in the program Self Assessment as part of the Continuous Quality Improvement Process.</p>

FOUNDATIONS OF QUALITY		
<p align="center">Inclusive Practices for Children with Developmental Delays or Disabilities</p> <p>Definition: Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (DEC/NAEYC, 2009).</p> <p>Rationale: Children with disabilities should experience the same quality preschool classroom program (presumably high quality) as typically developing children (Bailey et al., 1998), become members of the classroom community through participation in class activities (Schwartz, 1996), and develop positive social relationships with class members and teachers (Guralnick, 1999; Storey, 1993).</p> <p>The following continuum of examples is provided as a reference or guide to be used in the <i>Continuous Quality Improvement (CQI) Process</i>. Programs are encouraged to use other recommended self-assessment tools for this purpose as well.</p>		
Beginning	Intermediate to Advanced	High Quality
<p>Identification There is a written plan indicating how the program will ensure that children and families of all abilities are welcomed and supported. With parental written consent, refer children who scored as "refer" in the developmental screening to the local Part C or Part B program.</p> <p>Inclusion In partnership with the child's family, appropriate accommodations and modifications have been made to ensure full participation.</p>	<p>Identification There is a written plan for supporting individual children with disabilities. The plan describes the process for ongoing communication and consultation with the Part C and Part B service providers.</p> <p>Inclusion With parental written consent, use information from the child's Early Childhood Outcomes summary and IEP/IFSP for lesson planning. If appropriate, with written parental consent support IF SP/IF P services to take place in the classroom by the Part C/Part B provider as part of the regular schedule and activities. Classroom staff must remain in the classroom and continue the planned activities.</p>	<p>Identification There is written evidence that the program participates in Child Find Activities with local Part C and Part B Programs.</p> <p>Inclusion With written parental consent, actively participate in the child's IEP/IFSP process. In collaboration and consultation with the Part C/Part B service provider, IF SP/IF P strategies are integrated into the classroom. Therapists and educators embed the goals into the daily schedule and incorporate typical peers in the activities.</p> <p>Transition With parental written consent, actively participate in the child's IEP/IFSP process, Early Childhood Outcomes process, and the Transition Conference.</p>

FOCUS: Essential Elements of Quality

FOUNDATIONS OF QUALITY		
<p align="center">Culture and Language Including the Support of Dual Language Learners</p> <p>Definition: Culture refers to the thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group (National Center for Cultural Competence, n.d.). Dual language learners (DLLs) are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language (Head Start Early Childhood Learning and Knowledge Center).</p> <p>Rationale: Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances (State of New Mexico, Children Youth and Families Department, 2010). In particular, children whose home language is other than English have many similarities to any other children. Yet, their development may also be different in many ways. Information about how to support DLLs is essential for teachers to know so that they can provide the best learning opportunities to ensure their future success in school and in life. Through their home language and culture, families share a sense of identity and belonging (McCabe et al, 2013).</p> <p>The following continuum of examples is provided as a reference or guide to be used in the <i>Continuous Quality Improvement (CQI) Process</i>. Programs are encouraged to use other recommended self-assessment tools for this purpose as well.</p>		
Beginning	Intermediate to Advanced	High Quality
<p>Culture and Language The program ensures materials and visuals in the classroom reflect the culture and language of the children and families enrolled in the program.</p> <p>Classroom staff learn from families about their family structure, their preferred child-rearing practices, and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.</p> <p>Supporting Dual Language Learners Program staff gather information from families regarding the languages that are spoken at home, documented in the enrollment information located in the child's file. Print-rich labeling is visible and represents all home languages.</p>	<p>Culture and Language The information is used to plan activities that support each child's and family's participation in classroom and center activities, including holidays.</p> <p>Supporting Dual Language Learners There is intentionality in the lesson plan to foster the relationship of children who speak languages other than English with English-speaking children.</p> <p>Implement a program policy describing how the program promotes children's home language while supporting English language development, and includes practices to communicate with families in their preferred language.</p>	<p>Culture and Language Classroom and program staff offer a variety of meaningful, culturally sensitive opportunities for families to participate in classroom and center activities.</p> <p>The program makes every effort to hire staff reflective of cultures and languages of families enrolled in the program.</p> <p>Supporting Dual Language Learners Teaching staff understand the stages of second language acquisition and support children by planning activities, materials, and experiences that support each stage.</p> <p>Families who speak languages other than English are involved in developing policies and procedures related to DLLs and participate in the CQI process.</p>

FOUNDATIONS OF QUALITY		
<p align="center">Promoting Social Relationships</p> <p>Definition: Social skills that have been identified as essential for school success include getting along with others, following directions, identifying and regulating one's emotions and behavior, thinking of appropriate solutions to conflict, persisting on tasks, engaging in social conversation and cooperative play, correctly interpreting others' behaviors and emotions, and feeling good about oneself and others (Fox & Smith, 2007).</p> <p>Rationale: Research has established a compelling link between social-emotional development and school success (Taver, 2002; Smith, 2006).</p> <p>The following continuum of examples is provided as a reference or guide to be used in the Continuous Quality Improvement (CQI) Process. Programs are encouraged to use other recommended self-assessment tools for this purpose as well.</p>		
Beginning	Intermediate to Advanced	High Quality
<p>Building Positive Relations Classroom and program staff promote a positive environment by greeting children and families on arrival, using proper names, and verbally interacting with each child. Interactions are supportive and adults engage children at eye level.</p> <p>Implementing Preventive Practices Resources have been provided for families of children who scored "Refer" in the ASQ SE. The learning environment is arranged to eliminate wide spaces, allow children to interact in different areas, and reflect children's interests. The classroom schedule includes a balance of large- and small-group activities, minimizes the number of transitions between activities, and is posted visibly. Transitions are addressed so that there is minimal waiting with nothing to do, and so children are notified individually and in a group about the upcoming transition. Classroom rules are brief, clear, and posted.</p>	<p>Implementing Targeted Social-Emotional Supports There is evidence of a follow up on ASQ SE referral conducted by the program with parental consent. The classroom staff demonstrate interactions with children to a) develop their self-esteem - active listening with children, no judgmental statements, responsive to children's ideas, recognizing children's efforts; b) encourage autonomy by providing children with opportunities to make choices, allowing children time to respond or complete tasks independently, creating opportunities for decision making, problem solving, and working together and teaching children strategies for self-regulating and/or self-monitoring behaviors; and c) promoting children's individualized emotional regulation by helping them recognize emotional cues, identify appropriate choices, and solve problems.</p>	<p>Addressing Concerning Behaviors If applicable, and with written parental consent, the classroom staff actively participate in the child's social-emotional support plans, strategies. In collaboration and consultation with the mental health agency (individuals) supporting the child and family, strategies are integrated into the classroom. Mental health agency (individuals) and educators embed the goals into the daily schedule and, as appropriate, incorporate typical peers in the activities.</p>

FOCUS: Essential Elements of Quality

FOUNDATIONS OF QUALITY			
2+ STAR (Year 1) Criteria	2+ STAR (Year 2) or 3 STAR Criteria	4 STAR Criteria	5 STAR Criteria
Health Promotion Practices			
2+.1 Within two months of enrollment, ensure that all enrolled children have had a well-child check according to the American Academy of Pediatrics schedule. 2+.1a Appropriate resources have been provided if the well-child check has not been completed.	Meet 2+ Year 1 requirements plus:	Meet 2+ Year 1 and 3 STAR requirements plus:	Meet 2+ Year 1, 3 STAR, and 4 STAR requirements plus:
	3.2 Within four months of enrollment and, according to the approved tool's schedule, thereafter, ensure that all enrolled children have had an age-specific developmental screening (e.g., the Ages and Stages 3rd Edition [ASQ-3] and Social Emotional [ASQ-SE]). 3.2a Results of the developmental screening have been shared with the family.		
		4.3 Within six months of enrollment and annually thereafter, ensure that all enrolled children have dental, vision, and hearing screenings. 4.3a Appropriate resources have been provided if the dental, vision, and hearing screenings have not been completed.	

FOUNDATIONS OF QUALITY			
2+ STAR (Year 1) Criteria	2+ STAR (Year 2) or 3 STAR Criteria	4 STAR Criteria	5 STAR Criteria
Professional Development			
2+.1 Site Director, or staff person designated as the site's Education Coordinator, must be prepared to complete all the steps toward obtaining, or have already obtained, the New Mexico Child Development Certificate (or higher early childhood degree with corresponding certificate or license), explore higher education entrance, registration, and enrollment requirements, including when the ACCUPLACER exam is required, in order to complete courses for the New Mexico Child Development Certificate.	Meet 2+ Year 1 requirements <i>plus</i> : 3.1 Site Director, or staff person designated as the site's Education Coordinator, must have successfully completed: • <i>Child Growth, Development & Learning</i> (3 credits)	Meet 2+ Year 1 and 3 STAR requirements <i>plus</i> : 4.1 Site Director, or staff person designated as the site's Education Coordinator, must have successfully completed: • <i>Assessment of Children and Evaluation of Programs</i> (3 credits)	Meet 2+ Year 1 , 3 STAR , and 4 STAR requirements <i>plus</i> : 5.1 Site Director, or staff person designated as the site's Education Coordinator, must have successfully completed: • <i>Family and Community Collaboration</i> (3 credits) • <i>Health, Safety & Nutrition</i> (2 credits) or <i>Guiding Young Children</i> (3 credits)
2+.2 Program leadership must establish, and update annually, a Professional Development Plan for themselves as well as for each educator			
Training			
2+.3 Site Director, or staff person designated as the site's Education Coordinator, must have successfully completed: • <i>Orientation to Intentional Teaching</i> , an 8-hour series-based training that includes: - <i>Orientation to New Mexico's Early Learning Guidelines</i> (2 hours) - <i>Orientation to Observation of Young Children</i> (2 hours) - <i>Orientation to Documentation of Young Children</i> (2 hours) - <i>Orientation to Curriculum Planning for Young Children</i> (2 hours) • <i>Powerful Interactions</i> (4 hours) • <i>New Mexico Leadership Academy 1 Part 1</i> (8 hours)	Meet 2+ Year 1 requirements <i>plus</i> : 3.3 Site Director, or staff person designated as the site's Education Coordinator, must have successfully completed: • <i>Introduction to Intentional Teaching</i> , an 8-hour series-based training that includes: - <i>Introduction to New Mexico's Early Learning Guidelines</i> (4 hours) - <i>Introduction to New Mexico's Authentic Observation Documentation and Curriculum Planning Process</i> (4 hours) • <i>The Full Participation of Each Child</i> (6 hours) • <i>New Mexico Leadership Academy 1 Part 2</i> (8 hours)	Meet 2+ Year 1 and 3 STAR requirements <i>plus</i> : 4.3 Site Director, or staff person designated as the site's Education Coordinator, must have successfully completed: • <i>Intermediate Intentional Teaching</i> , a 10-hour series-based training that includes: - <i>Intermediate New Mexico's Early Learning Guidelines</i> (4 hours) - <i>Intermediate New Mexico's Authentic Observation Documentation and Curriculum Planning Process</i> (6 hours) • <i>Quality Child Care Programs for All</i> (6 hours) • <i>New Mexico Leadership Academy 2</i> (10 hours)	Meet 2+ Year 1 , 3 STAR , and 4 STAR requirements <i>plus</i> : 5.3 Site Director, or staff person designated as the site's Education Coordinator, must have successfully completed: • <i>Advanced Intentional Teaching</i> , a 10-hour series-based training that includes: - <i>Advanced New Mexico's Early Learning Guidelines</i> (4 hours) - <i>Advanced New Mexico's Authentic Observation Documentation and Curriculum Planning Process</i> (6 hours) • <i>New Mexico Leadership Academy 3</i> (10 hours)

15

FOCUS: Essential Elements of Quality

FOUNDATIONS OF QUALITY			
2+ STAR (Year 1) Criteria	2+ STAR (Year 2) or 3 STAR Criteria	4 STAR Criteria	5 STAR Criteria
Professional Development			
2+.1 Complete all the steps toward obtaining, or have already obtained, the New Mexico Child Development Certificate for the ages; assigned. Explore higher education entrance, registration, and enrollment requirements, including when the ACUPLAC II exam is required, in order to complete courses for the New Mexico Child Development Certificate.	Meet 2+ Year 1 requirements	Meet 2+ Year 1 and 3 STAR requirements <i>plus</i> : At least one educator per classroom (preferably the lead educator) must have successfully completed: • <i>Child Growth, Development & Learning</i> (3 credits)	Meet 2+ Year 1 , 3 STAR , and 4 STAR requirements <i>plus</i> : At least one educator per classroom (preferably the lead educator) must have successfully completed: • <i>Assessment of Children and Evaluation of Programs</i> (3 credits)
2+.2 Establish, and update annually, a Professional Development Plan.			
Training			
2+.3 At least one educator per classroom (preferably the lead educator) must have successfully completed: • <i>Orientation to Intentional Teaching</i> , an 8-hour series-based training that includes: • <i>Orientation to New Mexico's Early Learning Guidelines</i> (2 hours) • <i>Orientation to Observation of Young Children</i> (2 hours) • <i>Orientation to Documentation of Young Children</i> (2 hours) • <i>Orientation to Curriculum Planning for Young Children</i> (2 hours);	Meet 2+ Year 1 requirements <i>plus</i> : 3.3 At least one educator per classroom (preferably the lead educator) must have successfully completed: • <i>Introduction to Intentional Teaching</i> , an 8-hour series-based training that includes: • <i>Introduction to New Mexico's Early Learning Guidelines</i> (4 hours) • <i>Introduction to New Mexico's Authentic Observation Documentation and Curriculum Planning Process</i> (4 hours)	Meet 2+ Year 1 and 3 STAR requirements <i>plus</i> : 4.3 At least one educator per classroom (preferably the lead educator) must have successfully completed: • <i>Intermediate Intentional Teaching</i> , a 10-hour series-based training that includes: • <i>Intermediate New Mexico's Early Learning Guidelines</i> (4 hours) • <i>Intermediate New Mexico's Authentic Observation Documentation and Curriculum Planning Process</i> (6 hours)	Meet 2+ Year 1 , 3 STAR , and 4 STAR requirements <i>plus</i> : 5.3 At least one educator per classroom (preferably the lead educator) must have successfully completed: • <i>Advanced Intentional Teaching</i> , a 10-hour series-based training that includes: • <i>Advanced New Mexico's Early Learning Guidelines</i> (4 hours) • <i>Advanced New Mexico's Authentic Observation Documentation and Curriculum Planning Process</i> (6 hours)

Training continued			
<p>2+4 All educators working directly with children must have successfully completed:</p> <ul style="list-style-type: none"> • <i>Powerful Interactions</i> (4 hours) 	<p>3.4 All educators working directly with children must have successfully completed:</p> <ul style="list-style-type: none"> • <i>The Full Participation of Each Child</i> (6 hours) • <i>Orientation to Intentional Teaching</i>, an 8-hour series-based training that includes: <ul style="list-style-type: none"> - <i>Orientation to New Mexico's Early Learning Guidelines</i> (2 hours) - <i>Orientation to Observation of Young Children</i> (2 hours) - <i>Orientation to Documentation of Young Children</i> (2 hours) - <i>Orientation to Curriculum Planning for Young Children</i> (2 hours) 	<p>4.4 All educators working directly with children must have successfully completed:</p> <ul style="list-style-type: none"> • <i>Quality Child Care Programs for All</i> (6 hours) • <i>Introduction to Intentional Teaching</i>, an 8-hour series-based training that includes: <ul style="list-style-type: none"> - <i>Introduction to New Mexico's Early Learning Guidelines</i> (4 hours) - <i>Introduction to New Mexico's Authentic Observation Documentation and Curriculum Planning Process</i> (4 hours) 	<p>5.4 All educators working directly with children must have successfully completed:</p> <ul style="list-style-type: none"> • <i>Intermediate Intentional Teaching</i>, a 10-hour series-based training that includes: <ul style="list-style-type: none"> - <i>Intermediate New Mexico's Early Learning Guidelines</i> (4 hours) - <i>Intermediate New Mexico's Authentic Observation Documentation and Curriculum Planning Process</i> (6 hours)

FOCUS: Essential Elements of Quality

FOUNDATIONS OF QUALITY			
2+ STAR (Year 1) Criteria	2+ STAR (Year 2) or 3 STAR Criteria	4 STAR Criteria	5 STAR Criteria
Staff: Child Ratios & Group Size			
2+.1 Maintain ratios in the NAC Child Care Licensing Regulations	Meet 2+ Year 1 requirements <i>plus</i> : 3.1 Maintain ratios. 3.1.a Child Care Centers in which children are grouped by age: 6 weeks through 24 months 1:6 2 years 1:10 3 years 1:12 4 years 1:12 5+ years 1:15	Meet 2+ Year 1 and 3 STAR requirements <i>plus</i> : 4.1 Implement ratios 4.1.a Child Care Centers in which children are grouped by age: 6 weeks through 24 months 1:9 2 years 1:7 3 years 1:9 4 years 1:10 5+ years 1:12	Meet 2+ Year 1, 3 STAR and 4 STAR requirements <i>plus</i> : 5.1 Implement ratios 5.1.a Child Care Centers in which children are grouped by age: 6 weeks through 12 months 1:3 12 months through 24 months 1:4 2 years 1:6 3 years 1:8 4 years 1:9 5+ years 1:11
	3.2 Implement Maximum Group Size (based on age/room capacity/physical barriers) 3.2.a Child Care Centers in which children are grouped by age: 6 weeks through 24 months 12 2 years 20 3 years 24 4 years 24 5+ years 30 3.2.b Child Care Centers in which age groups are combined. Ratios and Maximum Group Size is determined by the age of the majority of children in the group at any one time. For example, the maximum size of a group of 2s and 3s when most of the children are 2 would be 20 with two educators.	4.2 Maximum Group Size (based on age/room capacity/physical barriers) 4.2.a Child Care Centers in which children are grouped by age: 6 weeks through 24 months 8 2 years 14 3 years 18 4 years 20 5+ years 24 4.2.b Child Care Centers in which age groups are combined. Ratios and Maximum Group Size for children older than 24 months is determined by the age of the majority of children in the group at any one time. For example, the maximum size of a group of 2s and 3s when most of the children are 2 would be 14 with two educators. If children 6 weeks through 24 months are grouped together, ratios and group size for the youngest child applies.	5.2 Maximum Group Size (based on age/room capacity/physical barriers) 5.2.a Child Care Centers in which children are grouped by age: 6 weeks through 12 months 6 12 months through 24 months 8 2 years 12 3 years 16 4 years 18 5+ years 22 5.2.b Child Care Centers in which age groups are combined. Ratios and Maximum Group Size for children older than 24 months is determined by the age of the majority of children in the group at any one time. For example, the maximum size of group of 2s and 3s when most of the children are 2 would be 12 with two educators.

Staff: Child Ratios & Group Size <i>continued</i>			
	3.3 The same staff member who cares for the children under age two years will supervise those children when they play with children over two years.		
	3.4 Child Care Centers will schedule staff to minimize the number of primary educators a child has during the day and the week. A child will have no more than three primary, consecutive educators in any day including educators in the early morning and late afternoon.		

FOCUS: Essential Elements of Quality

ESSENTIAL ELEMENT II: Quality Practices that Support Children's Growth, Development, and Learning

DEFINITION – New Mexico has created a comprehensive system for utilizing the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the framework and criteria for an authentic assessment process and curriculum planning.

RATIONALE – Research and best practice in early childhood care and education emphasize the importance of carefully observing and assessing children within the context of their daily activities - and using those observations for curriculum planning and the ongoing monitoring of each child's growth, development, and learning. These criteria-based observations are the best way to plan developmentally appropriate curriculum that acknowledges each child's culture, language, and ability (Gao, & Grisham-Brown, 2011; NAEYC, 2005; New Mexico PreK, 2012; Zaslow et al, 2010; Riley Ayers et al, 2010; RAND Corporation, 2012)

DEFINITION – *Continuous Quality Improvement (CQI)* is a proven strategy to increase and sustain efforts to improve a program's quality. *CQI* is considered to be an appropriate approach for a Tiered Quality Rating and Improvement System (TQRIS) because it provides a clear framework for programs that are moving from one level of quality to the next. *CQI* uses data to inform and guide a program's efforts to improve their quality, thereby influencing positive outcomes for children. *CQI* is a four-step cycle:

PLAN – establishing a plan of action by identifying, describing, and analyzing strengths and needs;

DO – implementing the plan of action and making programmatic changes;

STUDY – reflecting on the actions taken and learning from what has been done; and

ACT – implementing successful changes into daily practice and determining what needs to be done next.

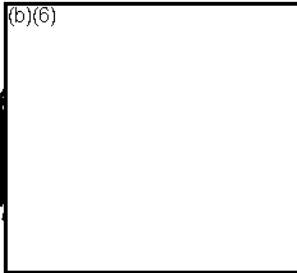
CQI relies on an organizational culture that is proactive, supports continuous learning, and is firmly grounded in the overall mission, vision, and values of a program. Perhaps most importantly, it is dependent upon the active inclusion and participation of everyone involved with the program: director, educators, board members, families, and **FOCUS** quality partners.

RATIONALE – The **Continuous Quality Improvement (CQI)** process is an essential element of **FOCUS** because it focuses on 1) learning what is working well to promote each child's growth, development, and learning; 2) systematically identifying programmatic challenges; and 3) targeting strategies to maintain and build upon successes. In **FOCUS**, program leadership guides the **PLAN – DO – STUDY – ACT CQI** cycle for the program as a whole that is focused on ten **Essential Elements of Program Quality**:

1. **Environment** – Program physical environment and quality of care
2. **Staff** – Staff qualifications
3. **Program Curriculum** – Program curriculum and development of teaching materials
4. **Program Quality** – Program quality of care and the child's growth, development, and learning
5. **Instructional Development** – Instructional development
6. **Health and Safety** – Program health and safety measures
7. **Program Quality Improvement**
Site Directors/Education Coordinators
Educators
8. **Program Quality Improvement**
9. **Program Quality**
10. **Program Quality Improvement**

The **FOCUS CQI** process is more than a plan on paper, it is a culture of change created, embraced, and guided by a collective vision and willingness to work on moving forward with actions that benefit children, their families, and the program as a whole (Deming, 2000; Miller, 2014; Wiggins & Mathias, 2013).

The **FOCUS CQI** process will be verified each year. Verification includes CQI process implementation and documentation of progress, utilizing recommended tools as a source of evidence. Updates and progress must be documented quarterly by the last days of March, June, September, and December.



FOCUS: Essential Elements of Quality

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING			
2+ STAR (Year 1) Criteria	2+ STAR (Year 2) or 3 STAR Criteria	4 STAR Criteria	5 STAR Criteria
Infants and Toddlers			
Meet the following requirements:	Meet 2+ Year 1 requirements <i>plus</i> :	Meet 2+ Year 1 and 3 STAR requirements <i>plus</i> :	Meet 2+ Year 1, 3 STAR, and 4 STAR requirements <i>plus</i> :
2+.1 Using the New Mexico Early Learning Guidelines, Birth through Kindergarten, educators must complete 3 focused observations for each child using the NM Portfolio Collection Forms under the domains Beginning to Know About Ourselves and Others, Beginning to Communicate, and Beginning to Move and Do for each child within 45 days of enrollment and every four months thereafter.		4.1 Using the New Mexico Early Learning Guidelines, Birth through Kindergarten, educators must complete 4 focused observations for each child using the NM Portfolio Collection Forms under the domains Beginning to Know About Ourselves and Others, Beginning to Communicate, Beginning to Move and Do, and Beginning to Build Concepts for each child within 45 days of enrollment and every four months thereafter.	5.1 Using the New Mexico Early Learning Guidelines, Birth through Kindergarten, educators must complete 5 focused observations for each child using the NM Portfolio Collection Forms under the domains Beginning to Know About Ourselves and Others, Beginning to Communicate, Beginning to Move and Do, Beginning to Build Concepts, and Approaches to Learning for each child within 45 days of enrollment and every four months thereafter.
2+.2 Child observations must use objective language.	3.2 Child observations must use objective language and match the domains and components .	4.2 Child observations must use objective language, match the domains and components, and include contextual detail .	
	3.3 Use information from multiple sources, such as assessments, ongoing child observations, and family input, to complete the NM Weekly Lesson Plan Form or approved alternate lesson plan form.		

Infants and Toddlers continued			
2+.4 Make each week's lesson plan available for families by posting in the classroom every Monday (or first day of the program week).			
2+.5 Hold a family/educator conference at the end of the school year to share information gathered on the completed NM Portfolio Collection Forms.	3.5 Hold a family/educator conference three times per year to share information gathered on the completed NM Portfolio Collection Forms.		
2+.6 Formally reflect on classroom practices weekly by completing the reflection section of the NM Weekly Lesson Plan Form or approved alternate lesson plan form.		4.6 Formally reflect on classroom practices weekly by completing the reflection section of the NM Weekly Lesson Plan Form or approved alternate lesson plan form. Incorporate reflections into lesson plans to document planned changes in practices and/or the physical environment.	
2+.7 Educators must have at least two hours of weekly planning time to review child assessment information and for curriculum planning.			
			5.8 For children with an IFSP with written consent, actively participate in the child's IFSP process, Early Childhood Outcomes process, and the Transition Conference

FOCUS: Essential Elements of Quality

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING			
2+ STAR (Year 1) Criteria	2+ STAR (Year 2) or 3 STAR Criteria	4 STAR Criteria	5 STAR Criteria
Preschoolers			
Meet the following requirements:	<p>Meet 2+ Year 1 requirements plus:</p> <p>3.1 Using the New Mexico Early Learning Guidelines, Birth through Kindergarten, educators must complete the NM Quick Look Recording Sheets and report data for 8 Essential Indicators (EIs):</p> <ul style="list-style-type: none"> • 1.1 (Body Coordination and Strength) • 1.2 (Balance and Spatial Awareness) • 2.2 (Fine Motor) • 5.1 (Listens with Understanding) • 7.1 (Interest in Books) • 9.2 (Uses Numbers and Counting) • 10.1 (Recognizes Shapes) • 23.2 (Interest in Learning New Things) <p>This reporting must be done for each child within 45 days of enrollment and every six months thereafter.</p>	<p>Meet 2+ Year 1 and 3 STAR requirements plus:</p> <p>4.1 Using the New Mexico Early Learning Guidelines, Birth through Kindergarten, educators must complete the NM Quick Look Recording Sheets and report data for 11 Essential Indicators (EIs):</p> <ul style="list-style-type: none"> • 1.1 (Body Coordination and Strength) • 1.2 (Balance and Spatial Awareness) • 2.2 (Fine Motor) • 5.1 (Listens with Understanding) • 5.3 (Phonological Awareness) • 7.1 (Interest in Books) • 9.2 (Uses Numbers and Counting) • 10.1 (Recognizes Shapes) • 12.1 (Sorts and Classifies) • 19.1 (Cares for Personal and Group Possessions) • 23.2 (Interest in Learning New Things) <p>This reporting must be done for each child within 45 days of enrollment and every six months thereafter.</p>	<p>Meet 2+ Year 1, 3 STAR, and 4 STAR requirements plus:</p> <p>5.1 Using the New Mexico Early Learning Guidelines, Birth through Kindergarten, educators must complete the NM Quick Look Recording Sheets and report data for 14 Essential Indicators (EIs):</p> <ul style="list-style-type: none"> • 1.1 (Body Coordination and Strength) • 1.2 (Balance and Spatial Awareness) • 2.2 (Fine Motor) • 5.1 (Listens with Understanding) • 5.3 (Phonological Awareness) • 7.1 (Interest in Books) • 7.4 (Concepts of Print) • 9.2 (Uses Numbers and Counting) • 10.1 (Recognizes Shapes) • 12.1 (Sorts and Classifies) • 14.3 (Makes Predictions) • 19.1 (Cares for Personal and Group Possessions) • 23.2 (Interest in Learning New Things) • 24.2 (Develops Independence) <p>This reporting must be done for each child within 45 days of enrollment and every six months thereafter.</p>

Preschoolers continued			
<p>2+2 Complete portfolio documentation for EI 8.3 (Early Stages of Writing); and EI 11.3 (Measurement) using the NM Portfolio Collection Forms specifically designed for these EIs.</p> <p>2+2a Collect samples of children's creative work to support EI 13.1 (Communicates through Creative Activities).</p>		<p>4.2a Embed EIs 6.1 (Converses in Home Language) and 20.1 (Plays with Others) in portfolio documentation.</p>	<p>5.2 Complete portfolio documentation for EI 7.2 (Comprehension of Stories Read Aloud); EI 8.3 (Early Stages of Writing); EI 11.3 (Measurement); and IE 14.1 (Uses Senses to Observe and Explore) using the NM Portfolio Collection Forms specifically designed for these EIs.</p> <p>5.2a Embed EIs 6.1 (Converses in Home Language); 17.4 (Expresses Cultural Influences); 20.1 (Plays with Others); 20.2 (Problem Solving); 25.3 (Role Plays); and 27.1 (Focuses and Completes Tasks) in portfolio documentation.</p>
2+3 Child observations must use objective language.	3.3 Child observations must use objective language, match essential indicators, and have a rubric rating assigned.	4.3 Child observations must use objective language, match essential indicators, have a rubric rating assigned, and include contextual detail to support embedded EIs.	
2+4 Hold a family/educator conference at the end of the school year to share information gathered on the completed NM Portfolio Collection Forms. Share samples of children's creative work for EI 13.1.	3.4 Hold a family/educator conference after each of the designated reporting periods to share information gathered on the NM Quick Look Recording Sheets and the completed NM Portfolio Collection Forms. Share samples of children's creative work for EI 13.1.		
	3.5 After each designated reporting period, enter rubric ratings from completed NM Quick Look Recording Sheets and NM Portfolio Collection Forms for EI 8.3 (Early Stages of Writing); and EI 11.3 (Measurement) for all children into the web-based data collection system.	4.5 After each designated reporting period, enter rubric ratings from completed NM Quick Look Recording Sheets and NM Portfolio Collection Forms for EI 8.3 (Early Stages of Writing); EI 11.3 (Measurement); and EI 14.1 (Uses Senses to Observe and Explore) for all children into the web-based data collection system.	<p>5.5 After each designated reporting period, enter rubric ratings from completed NM Quick Look Recording Sheets and NM Portfolio Collection Forms for EI 7.2 (Comprehension of Stories Read Aloud); EI 8.3 (Early Stages of Writing); EI 11.3 (Measurement); and EI 14.1 (Uses Senses to Observe and Explore) for all children into the web-based data collection system.</p> <p>5.5a For children with an IEP - with written consent, actively participate in the child's IEP process, Early Childhood Outcomes process, and the Transition Conference.</p>

FOCUS: Essential Elements of Quality

Preschoolers continued			
	3.6 Use information from multiple sources, such as assessments, ongoing child observations, and family input, to complete the NM Weekly Lesson Plan form or approved alternate lesson plan form.		
2+.7 Make each week's Lesson Plan available for families by posting in the classroom every Monday (or first day of the program week).			
2+.8 Formally reflect on classroom practices weekly by completing the reflection section of the NM Weekly Lesson Plan form or approved alternate lesson plan form.	3.8 Formally reflect on classroom practices weekly by completing the reflection section of the NM Weekly Lesson Plan form or approved alternate lesson plan form. Incorporate reflections into lesson plans to document planned changes in practices and/or the physical environment.		
2+.9 Educators must have at least two hours of weekly planning time to review child assessment information and for curriculum planning.			

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING				
COI Opportunity	2+ STAR (Year 1) Criteria	2+ STAR (Year 2) or 3 STAR Criteria	4 STAR Criteria	5 STAR Criteria
	Program Planning			
	Meet the following requirements: Use the program's mission, philosophy, and curriculum statements to guide the COI process.	Meet 2+ Year 1 requirements <i>plus</i> :	Meet 2+ Year 1 and 3 STAR requirements <i>plus</i> :	Meet 2+ Year 1 , 3 STAR , and 4 STAR requirements <i>plus</i> :
		Align the program's mission, philosophy, and curriculum statements with the Guiding Principles for the Full Participation of Young Children. Document this alignment in the Family Handbook.		
	Annually, administer the COI Strengths and Needs Survey with families, educators, and board (if appropriate) to use as a source of evidence for program planning.			

10 Essential Elements of Program Quality

1. Alignment with the state's early childhood system
2. Quality Improvement
3. Professional Development
4. Self-Review Process
5. Family Engagement
6. Physical Environment
7. Curriculum and Instruction
 - Site Directors/Education Coordinators
 - Educators
8. External Community
9. Governance
10. Continuous Improvement and Quality

FOCUS: Essential Elements of Quality

Program Planning continued			
Gather other appropriate sources of evidence relevant to four Essential Elements of Program Quality: 1, 2, 5, and 7.	Gather other appropriate sources of evidence relevant to five Essential Elements of Program Quality: 1, 2, 3, 5, and 7.		
		Utilize at least one additional recommended self-assessment tool for program planning.	
			Include community partners in the self-assessment process.
Establish a team to review the CQI Survey results and other sources of evidence to identify program strengths in Essential Elements 1, 2, 5, and 7.	Establish a team to review the CQI Survey results and other sources of evidence to identify program strengths in Essential Elements 1, 2, 3, 5, and 7.		
Identify program improvement needs for Essential Elements 1, 2, 5, and 7.	Identify program improvement needs for Essential Elements 1, 2, 3, 5, and 7.		
Identify one task to strengthen and improve Essential Elements 1, 2, 5, and 7.	Identify one task to strengthen and improve Essential Elements 1, 2, 3, 5, and 7.		
			Over a period of five years, the program must have addressed all ten Essential Elements of Program Quality in their Program Improvement Plan.

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING				
CC CQA	2+ STAR (Year 1) Criteria	2+ STAR (Year 2) or 3 STAR Criteria	4 STAR Criteria	5 STAR Criteria
	Classroom Planning			
	Annually, use the recommended self-assessment tools and other sources of evidence to gather information regarding at least one classroom's strengths and improvement needs for Essential Elements 1, 2, 5, and 7.	Annually, use the recommended self-assessment tools and other sources of evidence to gather information regarding all classrooms' strengths and improvement needs for Essential Elements 1, 2, 3, 5, and 7.		
			Annually, use at least one additional recommended self-assessment tool or other source of evidence to gather information in at least one classroom for Essential Elements 4, 6, or 9.	
	Together with the classroom team, identify one task to strengthen and improve each Essential Element 1, 2, 5, and 7 for at least one classroom.	Together with classroom teams, identify one task to strengthen and improve each Essential Element 1, 2, 3, 5, and 7 for all classrooms.		
			Together with at least one classroom team, identify a task to strengthen and improve classroom quality for Essential Element 4, 6, or 9.	
				Over a period of five years, all classrooms must have addressed the first nine Essential Elements of Program Quality in their Program Improvement Plan.

For Both Program and Classrooms			
	Identify how you will measure progress, accomplishments, and success.		
	Document program improvement plan.		
	Coordinate program improvement plan with each individual's professional development plan as appropriate.		
	Work as a team and individually on action plans.		
	Meet monthly as a team to reflect, track, and document action plan progress.		
	Build staff knowledge and capacity.		
	Measure your success.		
	As a team, review data and share and document what is working, what has been successful, and what needs improving.		
	Celebrate successes.		
	Update progress on the program improvement plan quarterly as per schedule.		
	Integrate successful practices.		
	Determine what more needs to be learned and done.		
	Consider revisions, modifications, and additions to plan.		

History of New Mexico's Tiered Quality Rating and Improvement System

1st Generation

On March 31, 1997, the Children, Youth and Families Department (CYFD) implemented a new three-tiered quality rating system for licensed child care centers and licensed family child care homes. The purpose of this system was to recognize, encourage, and reward child care providers for excellence in providing child care services. Programs were recognized with a Bronze, Silver, or Gold child care license designation. Although Silver and Gold license levels recognized the child care provider's efforts to achieve excellence in child care, the Bronze level did not imply substandard care. All providers were expected to comply with the regulations that required centers or family child care homes to ensure the health, safety, and emotional well-being of the children in their care. Silver and Gold quality criteria focused on Director and Staff Qualifications, and Staff/Child Ratios. Programs at a Silver license level were also required to be in the self-study phase for national accreditation or have a well-developed and written program curriculum document reflecting developmentally appropriate practices. Programs with a Gold license level were required to have obtained and maintained accreditation through one of the CYFD recognized national accrediting organizations. Higher subsidy reimbursement rates, above the base reimbursement rate, were paid to Silver and Gold programs. Silver programs received an additional \$65 per child and Gold programs received an additional \$100 per child.



History of New Mexico's Tiered Quality Rating and Improvement System

AIM HIGH INITIATIVE

It was CYTD's intent to assist as many child care programs as possible to improve the quality of services being provided to low income children and families. To act on this commitment, beginning July 1, 1999, CYTD implemented the AIM HIGH Program Development Initiative, a voluntary program for licensed child care programs and registered family child care providers. The AIM HIGH Essential Elements of Quality were developed with criteria in five ascending levels that are nationally recognized to enhance the quality of services to young children. Programs serving the highest percentage of children receiving state subsidy were given priority for participation. Programs that were designated as Silver (52 programs) and Gold (54 programs) were automatically included in the AIM HIGH Initiative. Silver programs were considered to be level four and Gold programs were considered to be level five. These programs had one year to demonstrate that they met the AIM HIGH Essential Elements of Quality for Levels 1, 2, and 3 in order to maintain their higher license level.

Federal and state funding was provided to Early Childhood Training and Technical Assistance Program (ETAP) contractors statewide to provide support, training, and technical assistance to interested programs. The on-site support included a task as simple as writing a Family Handbook or as complex as conducting a self-study in preparation for national accreditation.

Level 1 focused on Program and Operation with the premise that the success of the program is dependent upon the leadership of the administration. Level 2 programs received support related to the physical environment and curriculum. The Environment Rating Scales were introduced at this level. Programs were expected to develop and use a developmentally appropriate curriculum, based on the holistic view of each child and meets their needs in all six developmental areas. Programs at Level 3 received assistance in meeting criteria related to professional development. Programs at this level were expected to obtain and maintain higher rated scores on the Environment Rating Scales. Level 4 programs focused on ratios and group size. The focus for Level 5, the highest level in the revised system, was related to the self-study and accreditation process. The purpose of voluntary accreditation was to improve the quality of care and education provided to young children.

Knowing that lower ratios and national accreditation costs real money, CYTD agreed to attach a higher value to the child care vouchers of children who attended programs at higher levels. When funds were available, the Department has periodically increased the subsidy rate for programs operating at the higher levels.

Twice, when at least 70% of child care providers had reached a level, AIM HIGH criteria were moved from the AIM HIGH Essential Elements of Quality into child care licensing regulations. So, in 2005, Level 1 AIM HIGH Essential Elements of Quality were moved into child care licensing regulations. And, the AIM HIGH Levels began being represented by STARS on all child care licenses. This initiative was called Look for the STARS. By 2010, 70% of the licensed programs had reached STAR Level 2, so the child care licensing regulations were again revised to include AIM HIGH/2 STAR quality criteria.

Federal stimulus funds were used to conduct a review of the Quality Rating and Improvement System (QRIS). The CYFD Early Childhood Services Bureau convened a broad group of representatives from the early childhood community to participate in a three day meeting. The primary responsibility of the group was to review and make recommendations to improve the QRIS. This process was led by an impartial facilitator. The group identified the top priorities in each of the major categories of the QRIS which were presented as recommendations to CYFD. Simultaneously, the federal Office of Child Care set a priority goal to strengthen the quality of early childhood programs, recognizing that states are using quality rating and improvement systems as a framework for organizing, guiding, and gauging the progress of early care and education. By setting high quality benchmarks, the federal government will be able to track investments and measure progress, as well as guide technical assistance and research efforts.

(b)(6)



History of New Mexico's Tiered Quality Rating and Improvement System

1st Generation

Recommendations from the early childhood community, quality benchmarks proposed by the federal government, and combined with the tremendous success of the NM PreK Program in licensed child care programs, led to the revision of the state's QRIS standards. In the first half of 2011, an internal workgroup developed the revised standards. The revised Tiered Quality Rating and Improvement System (TQRIS), titled **FOCUS** on young children's learning includes:

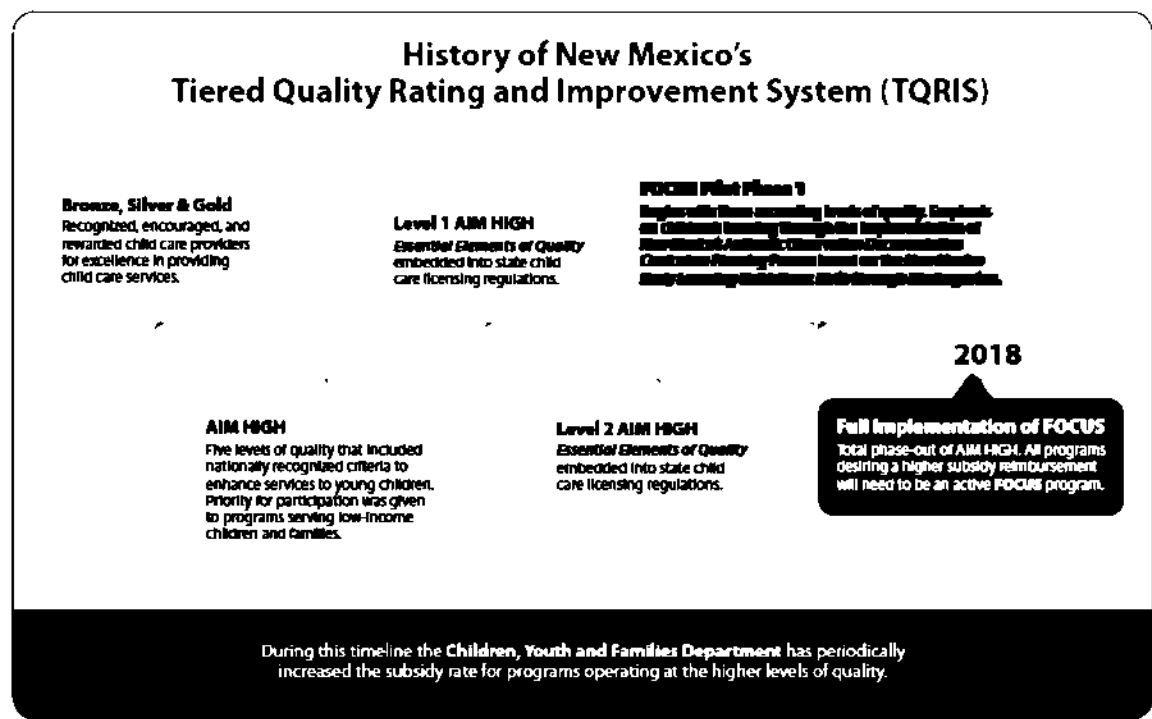
- Targeted program and practitioner supports;
- Professional development to increase educator knowledge and skills and program quality;
- Graduated program standards that are closely tied to the **New Mexico Early Learning Guidelines: Birth through Kindergarten** and school readiness expectations;
- Substantive content related to child assessment and curriculum development;
- Health promotion practices and developmental screenings; and
- Emphasis on a program CQI process

A multiyear process of phasing out the current AIM HIGH TQRIS to phasing in the new **FOCUS** TQRIS began in 2012. During this time, programs will maintain the standards for their current STAR license while they work to meet and maintain the new **FOCUS** criteria

(b)(6)

FOCUS
On Young Children's Learning

History Timeline



References

- American Academy of Pediatrics. (2012). Preventing childhood obesity in early care and education programs: Selected standards from *Caring for our children: National health and performance standards* (2nd ed.). Retrieved from <http://www.aap.org/childhoodobesity/PreventingChildhoodObesity.pdf>
- Bailey, D. B., McWilliam, R. A., Buysse, V., & Wesley, P. W. (1998). Inclusion in the context of competing values in early childhood education. *Early Childhood Research Quarterly*, 15(1).
- Bowman, B. T., Donovan, S., & Burns, M. S. (2001). *Early to learn: Educating our preschoolers*. Washington D.C: National Academies Press. Retrieved from <http://www.nationalacademies.org/earlytolearn/>
- Center for Law and Social Policy (2009). *Provide access to training, education and ongoing supports*. Washington, DC: Center for Law and Social Policy. Retrieved from <http://www.clasp.org/publications/developmentalmonitoringandscreening/developmentalmonitoringandscreening.aspx>
- Center for the Study of Child Care Employment. (2011). *Staff preparation, reward, and support: Are quality rating and improvement systems addressing all of the key ingredients necessary for change?* Berkeley, CA: Austin, L.L.E., Whitebook, M., Connors, M., & Damrah, R. Retrieved from <http://www.ccsce.org/publications/2011/01/staff-preparation-reward-and-support-are-quality-rating-and-improvement-systems-addressing-all-of-the-key-ingredients-necessary-for-change/>
- Center on the Developing Child at Harvard University (2007). *A science based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children*. Retrieved from <http://www.cdc.gov/ncbddd/earlychildhoodpolicyframework.pdf>
- Centers for Disease Control and Prevention. (n.d.). *Developmental monitoring and screening*. Retrieved from <http://www.cdc.gov/ncbddd/earlychildhoodpolicyframework.pdf>
- Christenson, S. L. (2000). Families and schools: Rights, responsibilities, resources, and relationships. In R. C. Flanta & M. J. Cox (Eds.), *The transition to kindergarten* (pp. 143-177). Baltimore, MD: Brookes.
- Committee for Economic Development (2006). *The economic benefits of high-quality early childhood programs: What makes the difference*. Washington, DC: Author.
- Curby, T. W., Ferhat, C. B., Edwards, T., & Chavez, C. (2012). Assistant teachers in Head Start classrooms: Comparing to and working with lead teachers. *Early Education & Development*, 23(5), 640-653.
- DEQ/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FFC Child Development Institute. Retrieved from <http://www.fccdi.org/documents/EarlyChildhoodInclusionStatement.pdf>
- Deming, W. E. (2000). *The new economics for industry, government, education*. Cambridge, PA: The MIT Press.
- Devaney, E., Smith, C., & Wong, K. (2007). Understanding the "how" of quality improvement: Lessons from the Rhode Island Program Quality Intervention. *After-school Matters*, 16, 1-10.
- Fox, L., & Smith, B. (2007). *Promoting social, emotional and behavioral outcomes for young children served under IDEA: Policy Brief*. Tampa, Florida: University of South Florida, Center for Evidence-Based Practice: Young Children with Challenging Behavior. Retrieved from <http://www.cebp.usf.edu/files/PolicyBriefSocialEmotionalBehavioralOutcomes.pdf>
- Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York: Harper Collins.
- Gao, X., & Gasham-Brown, J. (2011). The use of authentic assessment to report accountability data on young children's language, literacy and pre-math competency. *International Education Studies*, 4, 2, 41-54. doi: 10.5539/ies.v4n2p41

Guralnick, M. J. (1999). The nature and meaning of social integration for young children with mild developmental delays in inclusive settings. *Journal of Early Intervention, 22*(1), 70-80. Retrieved from <http://www.jstor.org/stable/2342000>

Halgundsen, et al. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. Retrieved from http://www.naeyc.org/files/naeyc/positions/family_engagement.pdf

Howes, C. (1997). Children's experience in center-based care as a function of teacher background and adult:child ratio. *Merrill-Palmer Quarterly, 43*, 404-425.

Le, V. N., Perlman, M., Zellman, G. L., & Hamilton, L. S. (2006). Measuring child-staff ratios in child care centers: Balancing effort and representativeness. *Early Childhood Research Quarterly, 21*(3), 267-279.

Matzopoulos, P. (2003). Flunking kindergarten after Head Start: An inquiry into the contribution of contextual and individual variables. *Journal of Educational Psychology, 95*(2), 268-278.

McCabe, A., Tamis-LeMonda, C. S., Bornstein, M. H., Brockmeyer-Cates, C., Golinkoff, R., Guerra, A. W., Hirsh-Pasek, K., Hoff, E., Kuchirko, Y., Meiza, C., Mendelsohn, A., Paez, M., & Song, I. Multilingual children: Beyond myths and toward best practices. *Sharing Child and Youth Development Knowledge, 2* (4). Retrieved from http://www.naeyc.org/files/naeyc/positions/multilingual_children.pdf

McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools, 41*(3), 363-377.

Miller, J., Wroblewski, M., & Velez-Suarez, J. (2014). *Creating a Kaizen Culture*. New York: McGraw-Hill.

National Association for the Education of Young Children (NAEYC). (2003). Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8. Position statement with expanded resources. Retrieved from http://www.naeyc.org/files/naeyc/positions/curriculum_statement.pdf

NAEYC. (2005). NAEYC Early Childhood Program Standards and Accreditation Criteria. Retrieved from <http://www.naeyc.org/files/naeyc/positions/standards.pdf>

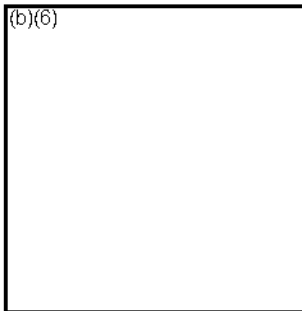
National Center for Cultural Competence. (n.d.) Definition of "culture." Retrieved from <http://www.nccc.uci.edu/definition-of-culture>

National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Center for our children: National health and safety performance standards: Guidelines for early care and education programs* (3rd ed.). Retrieved from <http://www.nrcche.org/standards>

New Mexico PreK. (2012). *New Mexico PreK Curriculum Policy Brief*. Retrieved from <http://www.nm.gov/education/earlychildhood>

RAND Corporation. (2012). *Moving to outcomes: Approaches to incorporating child assessments into state early childhood quality rating and improvement systems*. Santa Monica, CA: Zellman, G.L. & Karelly L.A. Retrieved from http://www.rand.org/pubs/working_papers/201204

Raver, C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *Social Policy Report of the Society for Research in Child Development, 16*(3), 1-20. Retrieved from <http://www.sprc.org/publications/EmotionsMatter.pdf>



References

- Riley Ayers, S., Frede, L., & Jung, K. (2010). Early learning scale: Technical report. New Brunswick, NJ: National Institute for Early Education Research. Retrieved from <http://www.nieer.org/publications/early-learning-scale-technical-report>
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). From neurons to neighborhoods: The science of early childhood development. Retrieved from <http://www.nationalacademies.org/publications/PDF/01252000.pdf>
- Smith, B. D. (2006). Linking social development and behavior to school readiness. Retrieved from <http://www.nieer.org/publications/early-learning-scale-technical-report>
- State of New Mexico: Children Youth and Families Department. (2010). Guiding principles for the full participation of young children, birth through age eight, in New Mexico's early learning system. Albuquerque, NM: State of New Mexico: Children Youth and Families Department and the National Professional Development Center for Inclusion. Retrieved from <http://www.dcf.state.nm.us/earlychildhood/EarlyLearningPrinciples.pdf>
- Storey, K. (1993). A proposal for assessing integration. *Education and Training in Mental Retardation*, 28, 279-287.
- U.S. Department of Health and Human Services: Administration for Children and Families, Office of Planning, Research, and Evaluation. (2010). Compendium of quality rating systems and evaluations: Quality rating systems assessment project, 2006-2011. Washington, DC: Child Trends. Retrieved from <http://www.childtrends.org/FilesDownloads/QualityRatingSystems/CompendiumofQualityRatingSystemsandEvaluations.pdf>
- Vo, J. A., Leon, H. J., & Howes, C. (2008). Formal education, credential, or both: Early childhood program classroom practices. *Early Education & Development*, 19(3), 479-504.
- Wiggins, K. & Mathias, D. (2013). Continuous quality improvement: An overview report for state QRIS leaders. BUILD Initiative's QRIS National Learning Network. Available at: <http://www.buildinitiative.org/wp-content/uploads/2013/06/Continuous-Quality-Improvement-Overview-Report-for-State-QRIS-Leaders.pdf>
- Wisconsin Council on Children and Families (2008). *Small is beautiful: Staff ratios and group size in early care and education*. Retrieved from <http://www.wisconsin.gov/childrenandfamilies/publications/SmallIsBeautiful.pdf>
- Zaslou, M., Anderson, R., Redd, Z., Wessel, J., Tarullo, L., & Burchinal, M. (2010). Quality dosage: Thresholds and features in early childhood settings: Literature review tables. OPRE 2011-5a. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <http://www.nieer.org/publications/early-learning-scale-technical-report>

(b)(6)



A partnership between the New Mexico Children, Youth and Families Department, the New Mexico Department of Health and the New Mexico Public Education Department.

©2014 by New Mexico Children, Youth and Families Department. All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of CYFD.



CYFD



New Mexico FOCUS:
ESSENTIAL ELEMENTS OF QUALITY
FOR PED PRESCHOOL PROGRAMS (PREK, SPECIAL
EDUCATION, AND TITLE I) **DRAFT**

FOCUS
on young children's learning

Commitment Statement

App

New Mexico is committed to creating and sustaining an early learning system that focuses on building high quality, comprehensive, community programs that form a continuum of integrated services. This commitment reflects the goal adopted by the New Mexico Early Learning Advisory Council that, “every child in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high quality early learning system”.

Early childhood public policy reforms are built upon the belief that families and community must be the platform from which all efforts are launched. We believe that all work must be informed by and driven by a deep respect for the diverse values and cultures of New Mexico’s families. Although New Mexico has been at the forefront of the movement to create standards within the early childhood system, it has taken great care to ensure that these standards do not impose the standardization of practice upon individual children, their families or the communities where they live. Rather, it is the State’s experience that these standards provide a framework within which programs are able to flourish, implementing unique and appropriate programs that are based on the strengths of each community. This way, community-specific programs are able to reflect the history, culture, language and traditions that must be preserved and strengthened to support each and every child’s success.

New Mexico is creating an early learning “system of systems” that transforms disconnected, siloed programs that historically have labeled and segregated children because of categorical funding streams into a coordinated system that focuses on building high quality, comprehensive, community programs that are able to work together when provided with a common focus - ensuring that each child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

New Mexico’s Early Learning System of Systems					
Ages					
Prenatal	Birth to One	One	Two	Three	Four to Kindergarten Entry
HOME VISITING					
	IDEA Part C Early Intervention – NM FIT PROGRAM			IDEA Part B EC Special Education	
	Child Care				
Early Head Start					
					NM PreK

This acknowledgement and respect for the uniqueness of each community, each family, and each child has led to the establishment of *Guiding Principles for the Full Participation of Young Children in New Mexico’s Early Learning System*. The FOCUS: Essential Elements of Quality reflect these Principles.

Commitment Statement

(The *Guiding Principles* and all FOCUS documents can be found at

).

Guiding Principles for the Full Participation of Young Children in New Mexico's Early Learning System

Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child.

We believe that . . .

- Every child has unique gifts and abilities that are to be celebrated and nurtured
- The early years hold enormous promise for every child to reach his or her full potential
- Every child learns within the context of relationships and through playful interactions within their environment
- Every child and his or her family deserve equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

Therefore, we are committed to . . .

- Valuing and embracing all children and their families
- Involving families and communities as partners and decision makers
- Overcoming biases to build trust and establish collaborative partnerships that benefit children, their families and the professionals who work with them
- Providing choice, flexibility, and continuity of services and supports for families within communities
- Making a variety of services and support available so all children have access to and can participate in opportunities that are both respectful of and responsive to their family experiences, culture, beliefs, abilities, and circumstances
- Advancing advocacy efforts for inclusive practices that build upon unique child, family, and community strengths and are accountable to every child and their family

We will . . .

- Promote every New Mexico citizen's understanding of the importance of high quality inclusive early childhood programs and practices
- Support interactions and relationships that foster self-reflection
- Utilize information about the growth, development, and experiences of individual children and families for program and curriculum development and improvement
- Continuously improve services and supports by evaluating current practices and incorporating effective methods, models, and research in our work with children and families
- Promote the establishment of aligned services and supports that build on both the unique assets of each child and acknowledge the strengths of children's and families' heritage, language, and culture
- Ensure that services and supports are provided by people who reflect the diversity of the community, are well educated, and are well compensated
- Establish an integrated, multi-disciplinary system of professional development, training, and technical assistance that supports the design, implementation, and evaluation of practices that are respectful of and responsive to each child and family.

What is FOCUS *on young children's learning*?

FOCUS *on young children's learning*, New Mexico's Tiered Quality Rating and Improvement System (TQRIS), provides early childhood program personnel with the criteria, tools and resources they need to improve the quality of their program. These quality improvements focus on children's growth, development, and learning - so that each child has an equitable opportunity to be successful when they enter school. This document contains the FOCUS Essential Elements of Quality that provide a framework for programs as they strive to make quality improvement efforts. The Essential Elements of Quality also serve as criteria used to determine a program's level of quality-"quality", "high quality", or "exemplary". Together, the *New Mexico Early Learning Guidelines: Birth through Kindergarten* and the FOCUS: *Essential Elements of Quality* provide:

- Common Early Learning Standards, standardized criteria for a common Authentic Observation Documentation Curriculum Planning Process,
- Common Early Learning Program Standards, a standardized process for Continuous Quality Improvement and standardized criteria for a common quality rating and improvement system.

The FOCUS framework is also closely aligned with the New Mexico Professional Development System, a standardized early childhood workforce knowledge and competency framework with a corresponding progression of credentials - Common Early Childhood Professional Development Standards.

Just as the *NM Early Learning Guidelines* provide a framework of criteria regarding children's growth, development and learning that educators rely on to plan curriculum, the FOCUS: *Essential Elements of Quality* provide a framework of criteria that program personnel can use to plan quality improvements to their program.

Through FOCUS, the state's Early Learning Standards, Early Learning Program Standards, and Early Childhood Professional Development Standards merge. Altogether, they are designed to ensure that many more children from birth through age five have access to dramatically improved early learning programs so that they enter school with the skills, knowledge and dispositions they need to be successful. Through the use of a program improvement and quality rating system, early learning programs will increase their ability to focus on children's learning - improve their practice – and as a result of that improvement in practice, improve each child's kindergarten readiness.

Table of Contents

FOCUS ESSENTIAL ELEMENTS OF QUALITY

ESSENTIAL ELEMENT I:

FOUNDATIONS OF QUALITY	pg. 1
A. Full Participation of Each Child	pg. 3
B. Professional Qualifications	pg. 18

ESSENTIAL ELEMENT II:

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH DEVELOPMENT AND LEARNING	pg. 22
A. Intentional Teaching: Authentic Observation Documentation and Curriculum Planning Process	pg. 24
B. Intentional Leadership: Continuous Quality Improvement	pg. 26

<u>REFERENCES</u>	pg. 29
-------------------	--------

FOCUS ESSENTIAL ELEMENTS OF QUALITY

ESSENTIAL ELEMENT I: FOUNDATIONS OF QUALITY

A. Full Participation of Each Child

Components:

- Family Engagement
- Inclusive Practices for Children with Developmental Delays or Disabilities
- Culture and Language Including the Support of Dual Language Learners (DLL)
- Promoting Social Relationships

These components will be verified each year as part of the Continuous Quality Improvement Process. The continuum includes minimum elements that must be addressed and are identified as Beginning, for programs that are at the implementation baseline, Intermediate to Advanced, for programs that are advancing in the implementation process and High Quality, for programs who have advanced to the full implementation of the continuum.

DEFINITION- Full participation refers to the range of approaches that promote engagement in play, learning, development, and a sense of belonging, for each child.

RATIONALE – Research indicates that human development is the result of an interaction of nature (biological factors) and nurture (experience factors), with culture affecting caregiving practices (Shonkoff & Phillips, 2000). Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child (State of New Mexico Children Youth and Families Department, 2010). In FOCUS, full participation is addressed in four areas: 1) how families are engaged in the development and learning of their children (**family engagement**), how **inclusive practices** are implemented for young children with developmental delays and disabilities, 3) how the cultures and languages of each child, including young dual language learners (DLLs) are reflected and supported (**culture and language including Dual Language Learners (DLLs)**), and 4) how focused attention is paid to **promoting social relationships**.

B. Professional Qualifications

DEFINITION - On-going training and professional development ensure that those working with young children have adequate knowledge to provide a developmentally-appropriate program that supports each learner.

RATIONALE- Education and training with specialized, child-focused content are directly linked to the quality of educator practice. Preschool Administrators in quality programs possess the training and education necessary to support the implementation of a quality program that is consistent with the program's philosophy and mission. Educators possess the training and professional development to recognize that learning occurs within the context of positive relationships. They plan and provide developmentally-appropriate activities with experiences that support the growth, development, and learning of each child, including those of diverse cultures, languages, and abilities (Center for the Study of Child Care Employment, 2011; Center for Law and Social Policy, 2009; U.S. Department of Health and Human Services, 2010; State of New Mexico Children Youth and Families Department, 2010; Vu, Jeon, & Howes, 2008; Bowman, Donovan, & Burns, 2001; Curby, Ferhat, Edwards & Chavez, 2012).

I. FOUNDATIONS OF QUALITY

A. FULL PARTICIPATION OF EACH CHILD


1. Family Engagement

Definition: Family engagement is essential for enhancing children's learning and family well-being. Family engagement occurs when there is an on-going, reciprocal, strengths-based partnership between families and their children's early childhood education programs (Halgunseth et al, 2009).

Rationale: Positive family-program connections have been linked to greater academic motivation, grade promotion, and socio-emotional skills across all young children, including those from diverse ethnic and socioeconomic backgrounds (Christenson, 2000; Mantzicopoulos, 2003; McWayne et al., 2004).

Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
I-B. PreK programs have a family-centered philosophy that guides all aspects of program planning and implementation.	Preschool program personnel solicit input from families, at a minimum annually, and preschool program personnel make every effort to provide information in the home language of the family.	Preschool program personnel solicit input from families on a continuing basis and are responsive to cultural, linguistic, and other family characteristics.	
Contract Compliance Indicators: <ul style="list-style-type: none"> PreK programs must develop and provide to families and staff a current, written Eligibility, Recruitment, Selection, Enrollment and Attendance Plan following state guidance. This plan must ensure equal access to the program and meet priorities for enrollment established by the state. This document must describe, at a minimum: <ol style="list-style-type: none"> how parents are informed of the availability of the 	Preschool program personnel make every effort to provide information in the home language of the family.	Preschool program personnel provide information in the home language of the family.	

<p>PreK program, 2) how children are recruited, 3) priorities for enrollment, 4) application process, 5) selection criteria, and 6) how children are enrolled and dis-enrolled.</p>			
<ul style="list-style-type: none"> PreK programs must develop and provide to families a current, written Family Engagement Plan that includes appropriate family involvement and family engagement activities. The plan must include how program personnel will use the children's portfolios as well as the New Mexico PreK Parent Materials (available at _____) to assist parents in supporting their child's learning. 	<p>Preschool program personnel support families to understand the developmental strengths and needs of their children and in creating strategies and activities to support growth in the context of natural routines and activities.</p> <p>Preschool program personnel provide meaningful opportunities for families and teachers to build trusting relationships to include at least one home visit and parent teacher conferences.</p>	<p>Preschool program personnel provide additional meaningful opportunities for families and teachers to build trusting relationships, such as family field trips, family nights.</p> <p>_____→</p>	
<ul style="list-style-type: none"> PreK program personnel have an open-door policy. 	_____→	_____→	
<ul style="list-style-type: none"> PreK program personnel must develop and provide to families a PreK handbook that offers specific information about the program. This document could contain the required PreK Program Plans. This 	<p>Preschool program personnel provide services to support family well-being (such as financial literacy, nutrition, parenting classes, literacy, language classes, fatherhood initiative).</p>	<p>Preschool program personnel provide services to support family well-being (such as financial literacy, nutrition, parenting classes, literacy, language classes, fatherhood initiative). These supports are flexible, culturally and linguistically relevant, and responsive to family-</p>	



information may be disseminated in a brochure or as a section in the program, school or district handbook.		identified preferences and styles.	
I-C. PreK program personnel and families collaborate to ensure smooth transitions for children as they move between settings, between levels or grades, or from program to program.	Preschool program personnel communicates with the kindergarten teachers receiving their children to share individual assessments and other information in order to facilitate smooth transitions.	Preschool program personnel meets with the kindergarten teachers receiving their children to share individual assessments and other information in order to facilitate smooth transitions.	
<p>Contract Compliance Indicators:</p> <ul style="list-style-type: none"> • PreK programs must develop and provide to families and staff a written Transition Plan detailing policies and procedures that assist families of children moving into the program, exiting the program, and/or transitioning into kindergarten. <ul style="list-style-type: none"> ○ The Transition Plan must reflect the diversity and uniqueness of the children and community in which they reside. ○ The Transition Plan must include a series of transition activities that take place throughout the year to prepare the child and family for the 		Preschool program personnel collaborate with kindergarten teachers receiving children to ensure that the preschool curriculum supports a smooth transition from preschool to kindergarten.	

upcoming changes and facilitate a positive transition to kindergarten.			
--	--	--	--

2. Inclusive Practices for Children with Developmental Delays and Disabilities

Definition: Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (DEC/NAEYC, 2009).

Rationale: Children with disabilities should experience the same quality preschool classroom program (presumably high quality) as typically developing children (Bailey et al., 1998); become members of the classroom community through participation in class activities (Schwartz, 1996); and develop positive social relationships with class members and teachers (Guralnick, 1999; Storey, 1993).

Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
IV-B. Program personnel understands and commit to practices that build on each child's culture, language, experiences and abilities.	Children with disabilities and developmental delays attend class with peers of the same age, with supports from appropriate service providers.	Preschool program integrate ancillary services (e.g. occupational, speech/language, and/or physical therapy) within regular program activities and routines to the maximum extent appropriate as indicated for the child with an IEP.	
Contract Compliance Indicators: <ul style="list-style-type: none"> PreK administrators must ensure the completion of the special education policies and procedures plan by the date specified in the calendar of due dates. 	Preschool program personnel respect and provide classroom supports for each family's experiences, languages, values and patterns of interaction.	Preschool program personnel serve as advocates for the student and family to access school and community services and resources.	
<ul style="list-style-type: none"> PreK program personnel must modify the indoor and outdoor physical and learning environments to accommodate the needs of children with disabilities and developmental delays, with supports from appropriate service providers as indicated for the child with an IEP. PreK program staff must complete training specific to inclusionary practices. 	<p>PreK program personnel promote understanding of diversity and disability.</p> 	<p>PreK program personnel modify activities to support individual children's development and learning.</p> 	

<ul style="list-style-type: none"> PreK programs with children with special/behavioral needs must not be dismissed from the PreK program solely because of their special/behavioral needs without approval unless a different placement is indicated in the child's IEP. 	<p>PreK program practices demonstrate that staff recognize and understand differences in children such as temperament, preferences, development and interaction.</p>	→	
<ul style="list-style-type: none"> PreK program personnel collaborate with a team of family members and multi-disciplinary professionals to develop or update the Individualized Educational Programs (IEP) for each child with special needs, consistent with federal and state regulations. 	→	→	
<ul style="list-style-type: none"> PreK program classrooms must provide inclusive settings for children with developmental delays and disabilities based on the federal Individuals with Disabilities Education Act (IDEA). 	→	→	
<ul style="list-style-type: none"> Students with an Individualized Education Program (IEP) for speech services only may be 	→	→	


placed in a PreK-funded classroom without cost allocation. In collaboration with the school district's special education department, the program must show, through clear cost allocation methods, how special education funds are used to fund participation of children with other exceptionalities.			
<ul style="list-style-type: none"> PreK programs integrate children with disabilities and developmental delays into groups of peers of the same age, with supports from appropriate service providers. 			
<ul style="list-style-type: none"> PreK program integrate ancillary services (e.g. occupational, speech/language, and/or physical therapy) within regular program activities and routines to the maximum extent appropriate as indicated for the child with an IEP. 			
<ul style="list-style-type: none"> Depending on the group of children served, and the nature and severity of the disabilities of children served, the adult to child ratio might be smaller. 			

3. Culture and Language Including the Support of Dual Language Learners

Definition: Culture refers to the thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. (National Center for Cultural Competence, n.d.). Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. (Head Start Early Childhood Learning and Knowledge Center).

Rationale: Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. (State of New Mexico, Children Youth and Families Department, 2010). In particular, children whose home language is other than English have many similarities to any other children. Yet, their development may also be different in many ways. Information about how to support DLLs is essential for teachers to know so that they can provide the best learning opportunities to ensure their future success in school and in life. Through their home language and culture, families share a sense of identity and belonging. (McCabe et al, 2013).



Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
I-D. PreK program personnel and administration are culturally and linguistically responsive.	Preschool program administrators recruit culturally diverse personnel from both genders; diversity of personnel is consistent with the cultural diversity of the community and the families the program serves. For programs that serve children who speak languages other than English, make every effort to recruit teachers that have a bi-lingual or TESOL license endorsement.	Preschool staff reflects culturally diverse personnel from both genders; diversity of personnel is consistent with the cultural diversity of the community and the families the program serves.	
Contract Compliance Indicators: <ul style="list-style-type: none"> PreK program personnel respect each child's language and demonstrate 	Preschool program personnel are responsive to each child and families' uniqueness and make every effort to interact with them in their home language.	Preschool programs have at least one adult in the classroom who speaks the child's home language.	


knowledge and skill related to second language acquisition.			
<ul style="list-style-type: none"> The program ensures materials and visuals in the classroom reflect the culture and language of the children and families enrolled in the program. 	<p>Preschool programs provide information for parents in the family's home language.</p> <p>Preschool program personnel honor and respect differing beliefs, traditions of child rearing and development, wellness and disability, and family systems.</p>	 <p>The classroom and preschool program staff offer a variety of meaningful, culturally-sensitive opportunities for families to participate in classroom and center activities.</p>	
<ul style="list-style-type: none"> There is intentionality in the lesson plan to foster the relationship of children who speak languages other than English with English-speaking children. 	<p>Preschool program personnel are knowledgeable about the characteristics, assets, and needs of the community.</p>	<p>Preschool program provides information to families about the characteristics, assets, and needs of the community.</p>	
<ul style="list-style-type: none"> Implement a program policy describing how the program promotes children's home language while supporting English language development, and includes practices to communicate with families in their preferred language. 	<p>Teaching staff understand the stages of second language acquisition and support children by planning activities, materials and experiences that support each stage.</p>	<p>Families who speak languages other than English are involved in developing policies and procedures related to dual language learners and participate in the CQI process.</p>	

4. Promoting Social Relationships

Definition: Social skills that have been identified as essential for school success include: getting along with others, following directions, identifying and regulating one's emotions and behavior, thinking of appropriate solutions to conflict, persisting on tasks, engaging in social conversation and cooperative play, correctly interpreting other's behaviors and emotions, and feeling good about oneself and others (Fox & Smith, 2007).

Rationale: Research has established a compelling link between social emotional development and school success (Raver, 2002; Smith, 2006).

Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
VI-A. Assessment of children's educational needs is an ongoing process of collecting information from multiple sources using varied approaches and should be used to plan for and modify program curricula and to address specific needs of individual children.	The classroom staff demonstrate positive interactions and guidance with children to a) develop their self-esteem: active listening with children, no judgmental statements, responsive to children's ideas, recognizing children's efforts; b) encourage autonomy by providing children with opportunities to make choices, allowing children time to respond or complete task independently, creating opportunities for decision making, problem solving, and working together and teaching children strategies for self-regulating and/or self-monitoring behaviors; and c) promoting children's individualized emotional regulation by helping children recognize emotional cues, helping children identify appropriate choices and solving problems.		
Contract Compliance Indicators:	There is evidence of a follow up on developmental tool (that includes social		



<ul style="list-style-type: none"> • PreK program personnel must monitor each child's developmental progress, strengths and needs using a variety of appropriate methods. 	<p>emotional development) referral conducted by the program with parental consent.</p>		
<ul style="list-style-type: none"> • PreK program staff must assess each child with a developmental screening instrument that includes a social-emotional component prior to the 3rd month of attendance. Programs must screen for early detection of children at risk for developmental delay and/or disability. <ul style="list-style-type: none"> ○ When possible, the dominant language of the child will be used during screening. Appropriate referrals must be made to address all identified concerns. ○ All 		<p>PreK program personnel are knowledgeable of the indicators of stress in young children.</p> <p>Based on screening results, evidence that student receives targeted intervention (Response to Intervention Process). Follow up occurs in 4-6 week cycles.</p> <p>In collaboration and consultation with the ancillary staff supporting the child and the family, strategies are integrated into the classroom. Ancillary staff and educators embed the goals into the daily schedule and as appropriate, incorporate typical peers in the activities.</p>	

developmental screening instruments must be valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.			
<ul style="list-style-type: none"> PreK programs must inform families of screening and observational assessment results no later than the next scheduled parent-teacher conference. 	→	→	

FOUNDATIONS OF QUALITY

Health, Safety, Nutrition and Developmental Screenings

Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
VI-A. Assessment of children's educational needs is an ongoing process of collecting information from multiple sources using varied approaches and should be used to plan for and modify program curricula and to address specific needs of individual children.			
Contract Compliance Indicators: <ul style="list-style-type: none"> PreK program staff must assess each child with a developmental screening instrument that includes a social-emotional component prior to the 3rd month of attendance. Programs must screen for early detection of children at risk for developmental delay and/or disability. <ul style="list-style-type: none"> When possible, the dominant language of the child will be used during screening. Appropriate referrals must be made to address all identified concerns. All developmental screening instruments must be valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel. 			
<ul style="list-style-type: none"> PreK programs must inform families of screening and observational assessment results no later than the next scheduled parent-teacher conference. 			
III-A. All appropriate local, state, and federal regulations pertaining to health, safety, and nutrition for young children in out-of-home care are met, including but not limited to buildings and grounds, equipment, sanitation, water quality, fire protection, storage and handling of food.			
Health Contract Compliance Indicators: <ul style="list-style-type: none"> PreK programs funded by PED must ensure that the following assessments are completed for each child by a school health professional prior to the beginning of PreK or within the first three months of attendance. The school health professional must either conduct the assessments or arrange for another health provider to conduct the assessments on site. Parents who choose to have their child assessed by their private provider must present evidence of such to the school. These assessments are <ul style="list-style-type: none"> - physical examination - current immunizations - vision screening - hearing screenings - dental screenings 			

<p>Safety</p> <p>Contract Compliance Indicators:</p> <ul style="list-style-type: none"> • PreK programs funded by PED must comply with the Standards for Excellence 6.29.1 NMAC. PreK program facilities must be smoke-free, alcohol-free, and free of illegal substances. 	<p>At each school site, in addition to the health care professional, at least one preschool staff person will be trained in First Aid and CPR.</p>		
<p>Nutrition</p> <p>Contract Compliance Indicators:</p> <ul style="list-style-type: none"> • PreK programs must participate in the USDA Child Care Food Program or School Lunch Program and must organize their schedule to meet the following: <ul style="list-style-type: none"> ○ Programs funded for 450 hours – must provide at least one meal per day meeting USDA requirements. ○ Programs funded for 900 hours (Full-/Extended-Day Pilot) – must provide at least two meals per day, both meeting USDA requirements. ○ All personnel must be knowledgeable about each child's special nutritional needs (allergies, medical) and physician requests for dietary restrictions. 	<p>Preschool programs encourage healthful eating habits through the provision of nutritious and culturally-relevant foods eaten in a positive social atmosphere such as family- style dining.</p>		

FOUNDATIONS OF QUALITY

PROFESSIONAL QUALIFICATIONS

Preschool Administrator

Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
Administrator Credentials			
II-C. Administrators must have early childhood knowledge and experience or have on-site administrative personnel with early childhood knowledge and experience. Administrators will support quality early childhood practices...			
Contract Compliance Indicators:			
<ul style="list-style-type: none"> PreK program administrators in PED-funded programs must hold the New Mexico Education Administration, PreK-12 license, the <i>New Mexico Early Childhood Teacher License: Birth through Third Grade</i>, or the <i>New Mexico Early Childhood Teacher License: Age Three through Grade Three</i>. 			
Training			
VIII-A. PreK program administrators ensure that administrative tasks are successfully accomplished and the program complies with all contractual obligations.			
Contract Compliance Indicators:			
Meetings/Training			
<ul style="list-style-type: none"> PreK program coordinators must attend two PreK Administrator Meetings. 			
<ul style="list-style-type: none"> PreK program administrators in PED-funded programs must attend the Early Childhood Environmental Rating Scales training in the person's first year of New Mexico PreK and at least once every three years thereafter. 			
<ul style="list-style-type: none"> PreK program and site administrators/principals must attend at least one NM PreK Administrator Meeting or Training annually. 			
<ul style="list-style-type: none"> PreK program administrators must ensure that all PreK staff successfully complete the required PreK trainings. 	Preschool Administrator must have successfully completed: <i>The Full Participation of Each Child</i>	Preschool Administrator must have successfully completed: <i>The Full Participation of Each Child-part 2</i>	

FOUNDATIONS OF QUALITY

PROFESSIONAL QUALIFICATIONS

Educator

Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
Educator Credentials and Compensation			
II-A. Professional personnel are qualified to work with young children and families by education, training, and experience.			
Contract Compliance Indicators: Lead Teachers – <ul style="list-style-type: none"> In each PED-funded PreK program classroom must have the <i>New Mexico Early Childhood Teacher License: Birth through Third Grade</i> or the <i>New Mexico Early Childhood Teacher License: Age Three through Grade Three</i>. If the Lead Teacher does not hold one of these early childhood teacher licenses, but does hold a K–8 Elementary License and/or a Special Education License, he/she must provide evidence of successful completion of a minimum of six college credits annually toward one of the two early childhood licenses. Every PreK classroom must be staffed at all times by a licensed teacher. 			
Educational assistants – <ul style="list-style-type: none"> In each PED-funded PreK program classroom must have an Associate’s degree in Early Childhood Education and hold the Educational Assistant License from the PED. Any educational assistant who does not currently possess an AA in early childhood education must provide evidence of completion of a minimum of six college credit hours towards the degree annually. 			
<ul style="list-style-type: none"> PreK program personnel must all have a current Professional Development Plan (PDP) with specific professional goals and timelines related to the current PreK Program Standards. Personnel must document ongoing activities to increase knowledge, specialization, and qualifications in early childhood education, individualization, and family support. Professional Development Plans must include specific coursework that must be entered into the database upon successful course completion. Timelines will follow the established teacher evaluation process. 			
<ul style="list-style-type: none"> PreK program teachers and educational assistants, including approved long-term substitutes, must attend all required PreK trainings. 			
II-B. PreK program personnel are compensated with salaries and benefits that are comparable with other professional positions that have similar qualifications and responsibilities.			
Contract Compliance Indicators: <ul style="list-style-type: none"> PreK program teachers and educational assistants must be employees of the program/district/charter school. If a long-term substitute teacher or educational assistant must be hired to temporarily personnel a PreK classroom the program/district/charter/Regional Education Cooperative (REC) must inform PED, within 10 days of the placement. 			

<ul style="list-style-type: none">PreK program personnel benefits must include time for planning and classroom preparation and release time, at least comparable to kindergarten teachers.			
Training			
IV-A. Each program implements research-based early childhood education practice based upon child, family, and community needs at no cost to the child or parents.			
VI-A. Assessment of children’s educational needs is an ongoing process of collecting information from multiple sources using varied approaches and should be used to plan for and modify program curricula and to address specific needs of individual children.			
<ul style="list-style-type: none">PreK program administrators, teachers and educational assistants must complete the required training on the authentic observation documentation curriculum planning process (AODCP). For first year teachers, this is two day training and for returning teachers it is a one day training that includes Powerful Interactions.	<i>Educator must have successfully completed:</i> <i>The Full Participation of Each Child</i>	<i>Educator must have successfully completed:</i> <i>The Full Participation of Each Child-part 2.</i>	

FOUNDATIONS OF QUALITY

Ratios and Group Size

Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
Staff: Child Ratios & Group Size			
VIII-A. PreK program administrators ensure that administrative tasks are successfully accomplished and the program complies with all contractual obligations.			
Contract Compliance Indicators: <ul style="list-style-type: none"> PreK program adult-child ratio must be no greater than 1:10 with one lead teacher and one educational assistant if the group size is 11 or more. Depending on the group of children served, and the nature and severity of the disabilities of children served, the adult to child ratio might be smaller. 			

FOCUS ESSENTIAL ELEMENTS OF QUALITY

ESSENTIAL ELEMENT II:

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING

A. Intentional Teaching: Authentic Observation Documentation and Curriculum Planning

Process

DEFINITION – New Mexico has created a comprehensive system for utilizing the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the framework and criteria for an authentic assessment process and curriculum planning...

RATIONALE – Research and best practice in early childhood care and education emphasize the importance of carefully observing and assessing children within the context of their daily activities – and using those observations for curriculum planning and the on-going monitoring of each child's growth, development, and learning... These criteria-based observations are the best way to plan developmentally appropriate curriculum that acknowledges each child's culture, language, and ability (Gao, X., & Grisham-Brown, J. (2011; NAEYC, 2003; New Mexico PreK, 2012; U.S. Department of Health and Human Services, 2010; National Institute for Early Education Research, 2010; RAND Corporation, 2012)...

B. Intentional Leadership: Continuous Quality Improvement

DEFINITION – Continuous Quality Improvement (CQI) is a proven strategy to increase and sustain efforts to improve a program's quality... CQI is considered to be an appropriate approach for a TQRIS system because it provides a clear framework for programs that are moving from one level of quality to the next... Continuous Quality Improvement uses data to inform and guide a program's efforts to improve their quality, thereby influencing positive outcomes for children. CQI is a four-step cycle:

- PLAN – establishing a plan of action by identifying, describing, and analyzing strengths and needs;
- DO – implementing the plan of action and making programmatic changes;
- STUDY – reflecting on the actions taken and learning from what has been done; and
- ACT – implementing successful changes into daily practice and determining what needs to be done next.

Continuous Quality Improvement relies on an organizational culture that is proactive, supports continuous learning, and is firmly grounded in the overall *mission, vision, and values* of a program. Perhaps most importantly, it is dependent upon the active inclusion and participation of everyone involved with the program- director, educators, board members, families, and FOCUS quality partners.

RATIONALE – The Continuous Quality Improvement (CQI) process is an essential element of FOCUS because it focuses on 1) learning what is working well to promote each child’s growth, development and learning, 2) systematically identifies programmatic challenges, and 3) targets strategies to maintain and build upon successes. In FOCUS, program leadership guides the PLAN – DO – STUDY – ACT CQI cycle for the program as a whole that is focused on these areas for quality improvement:

- Families and Community
- Relationships
- Staff Qualifications
- Curriculum, Teaching, and Child Assessment
- Program Administration

The FOCUS CQI process of continuous quality improvement is more than a plan on paper, it is a culture of change created, embraced, and guided by a collective vision and willingness to work on moving forward with actions that benefit children, their families, and the program as a whole (Deming, 2000; Miller, 2014; Wiggins & Mathias, 2013)...

The FOCUS CQI Process is not rated for STAR designation purposes... However, programs participating in FOCUS are required to engage in this process.

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING

INTENTIONAL TEACHING: AUTHENTIC OBSERVATION DOCUMENTATION AND CURRICULUM PLANNING PROCESS

Quality (PreK Program Standards)	High Quality	Exemplary	Additional Recommendations
Preschoolers			
VI-A. Assessment of children's educational needs is an ongoing process of collecting information from multiple sources using varied approaches and should be used to plan for and modify program curricula and to address specific needs of individual children.			
Contract Compliance Indicators:			
<ul style="list-style-type: none"> PreK programs must use <i>The New Mexico Early Learning Guidelines, Essential Indicators with Rubrics</i> as an ongoing assessment of children's progress and as a primary source of information for individualized lesson planning. 			
<ul style="list-style-type: none"> PreK programs must use observational assessments that are a continuous, dynamic process in which results are used to inform instruction and modify curricula for all children. Assessment results may also be used by the interdisciplinary team, which includes family members, to develop the child's Individualized Educational Program (IEP). 			
<ul style="list-style-type: none"> PreK program administrators, teachers and educational assistants must complete the required observational assessment training. 			
<ul style="list-style-type: none"> PreK program personnel must implement classroom-based services with fidelity to New Mexico's Authentic Observation Documentation Curriculum Planning Process (AODCP) available at Compliance with all participation and program data reporting requirement for the following: <ul style="list-style-type: none"> Authentic Observation, Documentation Curriculum Planning Process exclusive use of <i>the New Mexico Pre K Observational Assessment</i> tools use of the New Mexico PreK lesson plan form 			
<p>In PreK programs, the child observational assessment process includes the following: Using the <u>New Mexico Early Learning Guidelines: Birth through Kindergarten</u>, educators must complete the <i>NM Quick Look Recording Sheets</i> and report data for 12 Essential Indicators (EIs):</p> <ul style="list-style-type: none"> 2.2 (Fine motor) 5.1 (Listens with understanding) 5.3 (Phonological awareness) 7.1 (Interest in books) 			

<ul style="list-style-type: none"> ○ 7.4 (Concepts of print) ○ 9.2 (Uses numbers and counting) ○ 10.1 (Recognizes shapes), ○ 12.1 (Sorts and classifies) ○ 14.3 (Makes predictions) ○ 19.1 (Cares for personal and group possessions), ○ 23.2 (Interest in learning new things), and ○ 24.2 (Develops independence) for each child. 	
<ul style="list-style-type: none"> • Collect samples of children's creative work to support EI 13.1 (Communicates through creative activities). • Complete portfolio documentation for EI 8.3 (Early stages of writing), EI 11.3 (Measurement), and EI 7.2 (Comprehension of stories read aloud) using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs. • Embed EIs 6.1 (Converses in home language), 20.1 (Plays with others), 17.4 (Expresses cultural influences), 20.2 (Problem solving), 25.3 (Role plays), and 27.1 (Focuses and completes tasks) in portfolio documentation. • For 450 hour programs, educators must complete the child observational assessment and report data within 45 calendar days of enrollment and within two weeks prior to that last day of the child's attendance. • For 900 hour programs, educators must complete child observational assessment and report data within 45 calendar days of enrollment, by the first Friday in February, and within two weeks prior to the last day of the child's attendance. 	
<ul style="list-style-type: none"> • Hold a family/educator conference after each of the designated reporting periods and must use the family/teacher summary report to share information gathered on the <i>NM Quick Look Recording Sheets</i> and the completed <i>NM Portfolio Collection Forms</i>. Share samples of children's creative work for EI 13.1. 	
<ul style="list-style-type: none"> • After each designated reporting period, enter rubric ratings from completed <i>NM Quick Look Recording Sheets</i> and <i>Portfolio Collection Forms</i>, and for EI 8.3 (Early stages of writing), EI 11.3 (Measurement), EI 14.1 (Uses senses to observe and explore) and EI 7.2 (Comprehension of stories read aloud), for all children into the web-based data collection system. 	
<ul style="list-style-type: none"> • Use information from multiple sources, such as assessments, on-going child observations, family input, and (with written consent) a child's Early Childhood Outcomes summary form (ECO) and IEP document to complete the <i>NM Weekly Lesson Plan Form</i> or approved alternate lesson plan form (For Special Education Preschool programs only). 	
<ul style="list-style-type: none"> • Make each week's Lesson Plan available for families by posting in the classroom every Monday (or first day of the program week). 	
<ul style="list-style-type: none"> • Formally reflect on classroom practices weekly by completing the reflection section of the <i>NM Weekly Lesson Plan Form</i> or approved alternate lesson plan form. Incorporate reflections into lesson plans to document 	

planned changes in practices and/or the physical environment.	
<ul style="list-style-type: none"> • Educators must have weekly planning time to review child assessment information and for curriculum planning. 	

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING

INTENTIONAL LEADERSHIP: CONTINUOUS QUALITY IMPROVEMENT

	Quality	High Quality	Exemplary
PLAN	Use the program's mission and vision statements to guide the CQI process.	—————→	—————→
	Use the <i>CQI Strengths and Needs Survey</i> for families, educators, and board (if appropriate) as a source of evidence for planning.	—————→	—————→ Include community partners in the survey process.
	Gather information and, together as a team, review results to identify: ... 1. Program strengths in all FOCUS areas for quality improvement, and 2. At least three area of program quality needing attention/improvement.	—————→	—————→
	Identify one task for <u>three</u> FOCUS areas for quality improvement that will strengthen the program.	Identify one task for <u>four</u> FOCUS areas for quality improvement that will strengthen the program.	Identify one task for all <u>five</u> FOCUS areas for quality improvement that will strengthen the program.
		Use at least one additional source of evidence to gather information in at least each classrooms. Together with the classroom team, identify one task for one FOCUS areas for quality improvement for each of the classrooms.	Use at least two different sources of evidence to gather information in all classrooms. Together with the classroom team, identify one task for two areas for quality improvement for each of the classrooms. Over a period of three years, each classroom must have addressed all areas for quality improvement.
	Identify how you will measure success.	—————→	—————→
	Document Program Improvement Plan.	—————→	—————→
	Coordinate Program Improvement Plan with each individual's Professional Development Plan as appropriate.	—————→	—————→
DO	Work as a team and individually on action plans	—————→	—————→

	Meet regularly as a team to reflect, track, and document action plan progress.	_____→	_____→
	Build staff knowledge and capacity	_____→	_____→
	Measure your success	_____→	_____→
STUDY	As a team, review data and share and document what is working, what has been successful and what needs improving	_____→	_____→
	Celebrate successes	_____→	_____→
	Submit quarterly documentation of progress	_____→	_____→
ACT	Integrate successful practice	_____→	_____→
	Determine what more needs to be learned and do	_____→	_____→
	Consider revisions, modifications and additions to plan.	_____→	_____→

REFERENCES

1. American Academy of Pediatrics. (2012). *Preventing childhood obesity in early care and education programs: Selected standards from Caring for our children: National health and performance standards (2nd ed.)*. Retrieved from http://cfoc.nrckids.org/StandardView/SpcCol/Preventing_Childhood_Obesity
2. Bowman, B. T., Donovan, S. & Burns, M.S. (2001). *Eager to learn: Educating our preschoolers*. Washington D.C.: National Academies Press. Retrieved from
3. Centers for Disease Control and Prevention. (n.d.). *Developmental monitoring and screening*. Retrieved from <http://www.cdc.gov/ncbddd/childdevelopment/screening.html>
4. Center on the Developing Child at Harvard University. (2007). *A Science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children*. Retrieved from
5. Center for Law and Social Policy. (2009). *Provide access to training, education and ongoing supports*. Washington, DC: Center for Law and Social Policy.. Retrieved from
6. Center for the Study of Child Care Employment. (2011). *Staff preparation, reward, and support: Are quality rating and improvement systems addressing all of the key ingredients necessary for change?* Berkeley, CA: Austin, L.J.E., Whitebook, M., Connors, M., & Darrah, R. Retrieved from
7. Committee for Economic Development (2006). *The Economic benefits of high-quality early childhood programs: What makes the difference...* Washington, DC: Galinsky, E.
8. Curby, T. W., Ferhat, C. B., Edwards, T., & Chavez, C. (2012). Assistant teachers in Head Start classrooms: Comparing to and working with lead teachers. *Early Education & Development*, 23(5), 640-653.
9. Deming, W. E. (2000). *The new economics: for industry, government, education*. Cambridge, PA: The MIT Press.
10. Devaney, E., Smith, C., & Wong, K. (2012). Understanding the "how" of quality improvement: Lessons from the Rhode Island Program Quality Intervention. *Afterschool Matters*, 16, 1-10.
11. Gao, X., & Grisham-Brown, J. (2011). The use of authentic assessment to report accountability data on young children's language, literacy and pre-math competency. *International Education Studies*, 4, 2, 41-54. doi: 10.5539/ies.v4n2p41
12. Howes, C. (1997). Children's experience in center-based care as a function of teacher background and adult: child ratio. *Merrill-Palmer Quarterly*, 43, 404-425.
13. Le, V. N., Perlman, M., Zellman, G. L., & Hamilton, L. S. (2006). Measuring child-staff ratios in child care centers: Balancing effort and representativeness. *Early Childhood Research Quarterly*, 21(3), 267-279. National Association for the Education of Young Children. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective...*

accountable system in programs for children birth through age 8, Position statement with expanded resources. Retrieved from

14. Miller, J., Wroblewski, M. & Villafuente, J. (2014). *Creating a Kaizen Culture*. McGraw-Hill.
15. National Association for the Education of Young Children. (2005) *NAEYC Early Childhood Program Standards and Accreditation Criteria*. Retrieved from <http://www.naeyc.org/academy/primary/viewstandards>.
16. National Institute for Early Education Research. (2010). *Early learning scale: Technical report*. New Brunswick, NJ: Riley-Ayers, S. Frede, E., & Jung, K. ... Retrieved from
17. National Resource Center for Health and Safety in Child Care and Early Education (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs (3rd ed.)*. Retrieved from
18. New Mexico PreK. (2012). *New Mexico PreK Curriculum Policy Brief*. Retrieved from <https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsPolicy>
19. RAND Corporation. (2012). *Moving to outcomes: Approaches to incorporating child assessments into state early childhood quality rating and improvement systems*. Santa Monica, CA: Zellman, G.L. & Karoly, L.A. Retrieved from http://www.rand.org/pubs/occasional_papers/OP364
20. State of New Mexico: Children Youth and Families Department and the National Professional Development Center for Inclusion. (2010). *Guiding principles for the full participation of young children, birth through age eight, in New Mexico's early learning system*. Albuquerque, NM: State of New Mexico Children Youth and Families Department and the National Professional Development Center for Inclusion. Retrieved from
21. U.S. Department of Health and Human Services: Administration for Children and Families: Office of Planning, Research, and Evaluation. (2010) *Compendium of quality rating systems and evaluations: Quality rating systems assessment project, 2008-2011*. Washington, DC: Child Trends. Retrieved from
22. U.S. Department of Health and Human Services: Administration for Children and Families: Office of Planning, Research and Evaluation. (2010). *Quality dosage, thresholds, and features in early childhood settings: Literature review tables*, OPRE 2011-5a. Washington, DC: Zaslow, M., Anderson, R., Redd, Z., Wessel, J., Tarullo, L. & Burchinal, M. Retrieved from
23. Vu, J. A., Jeon, H. J., & Howes, C. (2008). Formal education, credential, or both: Early childhood program classroom practices. *Early Education & Development*, 19(3), 479–504.
24. Wiggins, K. & Mathias, D. (2013). Continuous quality improvement: An overview report for state QRIS leaders. BUILD Initiative's QRIS National Learning Network. Available at:
25. Wisconsin Council on Children and Families (2008). *Small is Beautiful: Staff Ratios and Group Size in Early Care and Education*. Retrieved from http://www.wccf.org/pdf/small_ratio_group_ece_spring_2008.pdf

Appendix H
PreK Program Standards



New Mexico



Invest A Little
Get A Lot

**New Mexico
PreK Program Standards
For
SY2014–15**

Modified February 2014 for New Mexico PreK Programs funded by the
Public Education Department

New Mexico PreK Program Standards

The Public Education Department PreK Programs

Introduction

New Mexico has joined more than 36 states to become part of a movement towards standards-based early childhood education. Nationwide, standards are used to describe desired results, outcomes, or learning expectations for children below kindergarten age. In addition, standards are used to describe desired qualifications for personnel and facilities where early learning takes place. According to a joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Children Specialists in State Departments of Education (NAECS/SDE) there are **four essential features in the design of standards**

1. significant, developmentally appropriate content and outcomes
2. reviews that are developed utilizing informed and inclusive processes
3. ethical and appropriate implementation and assessment strategies
4. strong supports for early childhood programs, professionals, and families.

The first essential feature—significant, developmentally appropriate content and outcomes—will be conceptualized in New Mexico’s PreK Learning Outcomes. The recommended, second essential element—utilizing informed and inclusive processes—has been implemented in the development and review of this project. The last two elements presented in this document reflect features three and four. Typically called program standards, these serve as expectations for the characteristics or quality of schools, childcare and Head Start centers, and other educational settings where children receive PreK services.

According to Schumacher, Irish, and Lombardi (2003), most recent congressional policy has pointed toward setting high learning or outcome standards that focus on what children are expected to learn. At the federal level, little attention has been given to improving the standards for the type, intensity, and quality of early childhood programs. Specifically, program standards are requirements that early childhood programs must meet in order to ensure conditions in which children are more likely to learn. These standards include best practices to inform instructional group size, staff-child ratio, teacher education, methods to collaborate with families, required curriculum, and comprehensive services.

For the purpose of this document, we use the term “essential elements” to frame the quality standards for programs serving young children and their families. Quality standards are associated with better early learning opportunities because they help promote the conditions conducive to the positive teacher-child relationships so crucial for early development and learning (Vandell & Wolfe, 2000). As stated in New Mexico’s *Best Practices* (1999):

These essential elements of quality reflect current research on quality and philosophy statements of a variety of professional organizations, including but not limited to, the National Association for the Education of Young Children, Head Start, Zero to Three, and the Division of Early Childhood of the Council for Exceptional Children.

Method

This work began with ongoing information exchanges and brainstorming with the Early Childhood Interagency Action Team and representatives from New Mexico Child Development Board. The Program Standards Task Force, established during the summer of 2004, assisted in jump-starting the framework and writing the standards. As these New Mexico standards were being developed and implemented, it has been imperative that our standards of quality programs result in the following:

- expand upon early learning experiences.
- avoid pressuring children.
- honor the individual strengths and needs of young children.
- encourage young children to value the process of learning
- ensure developmentally appropriate teaching practices
- support early childhood teachers in their roles as professional decision makers.
- value diversity

In addition to reviewing literature on the standards movement, the existing program standards from the five major early education systems in New Mexico were reviewed; these included child care, public school, early intervention, child development, and Head Start. Program standards from other states were also reviewed. Policy statements from early childhood and special education advocacy groups such as The NAEYC, The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), The National Center for Children in Poverty, and The National Association of Early Childhood Specialists in the state departments of education. The program standards for New Mexico proposed in this document represent the best ideas found, reworked, and rewritten by the task force.

In February 2014, the New Mexico Public Education Department (PED) revised these program standards to better reflect policies and requirements for PreK programs in public schools, including charter schools.

Framework for the Standards

The framework for the presentation of these early childhood program standards is (1) a rationale for each essential element, (2) the standard, (3) indicators of the standard, and (4) recommended quality indicators.

A **rationale** is an explanation of the fundamental reasons why each standard is important. It provides a connection to research in the field.

A **standard** is a descriptive statement established by experts in a field. It is used as a model of qualitative or quantitative characteristics for assessment of existing programs and for the development of new programs.

An **indicator** is a component of the standard such as an outcome, condition, process, role, function, etc., which can be observed and measured and used to determine the extent to which standards are met.

A **recommended quality indicator** is reflective of research-based best practice. Quality indicators are not PreK program requirements, but are recommended indicators of exemplary programs.

Below are the standards covered by the PreK Program:

- I. Family and Community Collaboration
- II. Professionalism
- III. Health, Safety, and Nutrition
- IV. Child Growth, Development, and Learning
- V. Developmentally Appropriate Content and Learning Environment and Curriculum Implementation
- VI. Assessment of Children
- VII. Evaluation of Programs

Program Standards for New Mexico PreK Program

Essential Element I: Family and Community Collaboration

Rationale: *Children live in the context of community, dependent upon the “adults who touch their lives directly through relationships, and indirectly through the decisions they make” (Gestwicki, 2004). Successful programs, according to Schorr (1997), work with families as parts of neighborhoods and communities; have a long-term, preventative orientation; and provide high quality, responsive, comprehensive services. Any institution interested in effectively serving the educational needs of young children should have teachers who hold deep understandings of child development and learning processes; use developmentally appropriate, inclusive instructional approaches; and provide comprehensive services to families and their children.*

I-A. PreK program personnel collaborate to support the establishment of a seamless continuum of quality early care and education programs in the community.

Indicators:

- PreK administrators meet at least annually with early care and education program personnel in the community to coordinate and strengthen existing early childhood programs and initiatives.
- PreK administrators survey families in the community to determine early care and educational needs.
- PreK administrators meet with early care and education program personnel in the community prior to requesting expansion of their PreK program.

I-B. PreK programs collaborate to share expertise and support the early care and education infrastructure in the community.

Indicators:

- PreK programs open in-service trainings to early care and education teachers in the community whenever possible.
- PreK teachers and administrators attend trainings sponsored by other early care and education programs personnel in the community.
- PreK teachers meet regularly to share expertise and participate in trainings.

Recommended Quality Indicators:

- PreK program personnel support communication among early care and education programs and public elementary schools in the community.
- PreK program personnel collaborate across programs and agencies to ensure funding is equitably disbursed, while honoring parental choice.

I-C. PreK programs are knowledgeable of and link with systems within communities that provide all children with access to comprehensive services that are predictive of school success.

Indicators:

- PreK program personnel disseminate information about family support services. This includes information about parenting, early childhood education, health, and making appropriate choices about early learning and intervention services.
- PreK program personnel disseminate information regarding adult basic education services to parents without a high school diploma.
- PreK program personnel disseminate information regarding family access to medical and dental services.

I-D. Each PreK program has a family-centered philosophy that guides all aspects of program planning and implementation.

Indicators:

- Program personnel establish, publish, and adhere to guidelines of confidentiality.
- PreK program personnel solicit input from families on a continuing basis and are responsive to cultural, linguistic, and other family characteristics.
- PreK program personnel have an open-door policy.
- PreK program personnel have a current, written, family engagement plan that includes appropriate family involvement and engagement activities. The plan includes how the program will use the children's portfolios as well as the New Mexico PreK Parent Materials (available at www.newmexicoprek.org) to assist parents to support their child's learning.
- Families are provided with a family handbook that offers specific information about the program. This information may be disseminated in a brochure or as a section in the school or district handbook.
- Every effort should be made to provide information in the home language of the family.
- Individualized Educational Plans (IEP) are developed for all children with special needs by a team of family members and multi-disciplinary professionals, consistent with federal and state regulations.
- Family members are welcome participants in all aspects of program development and implementation, including screening, assessment, and evaluation.
- Families are supported in understanding the developmental strengths and needs of their children and in creating strategies and activities to support growth in the context of natural routines and activities.
- PreK program personnel provide meaningful opportunities for families and teachers to build trusting relationships.
- PreK program personnel provide services to support family well-being. These supports are flexible, culturally and linguistically relevant, and responsive to family-identified preferences and styles.

I-E. PreK program staff and families collaborate to ensure smooth transitions for children as they move between settings, between levels or grades, or from program to program.

Indicators:

- Each program must have a written transition plan detailing policies and procedures that assist families of children moving into the program, exiting the program, and/or transitioning into kindergarten.
- The transition plan must reflect the diversity and uniqueness of the children and community in which they reside.
- Transition plans must include a series of transition activities that take place throughout the year to prepare the child and family for the upcoming changes and that facilitate a positive transition to kindergarten.
- PreK program staff collaborate with kindergarten teachers receiving children to ensure that the PreK curriculum supports a smooth transition from PreK to kindergarten.

Recommended Quality Indicators:

- All the adults who are responsible for a child's care and/or education collaborate to develop transition procedures and activities.
- PreK program staff meet with the kindergarten teachers receiving their children to share individual assessments and other information in order to facilitate smooth transitions.

I-F. PreK program staff and administration are culturally and linguistically responsive.

Indicators:

- Administrators recruit staff from both genders who are culturally diverse. The diversity of staff is consistent with the cultural diversity of the community and the families the program serves.
- At least one adult in the classroom speaks the child's home language.
- Staff support families in accessing and successfully using community resources.
- Program staff and family members communicate regularly.

Recommended Quality Indicators:

- Interactions with children and family members are responsive to the language and uniqueness of each child and family.
- Program staff honor and respect differing beliefs, traditions of child rearing and development, wellness and disability, and family systems.
- Staff are knowledgeable about the characteristics, assets, and needs of the community and are knowledgeable about community resources, both formal and informal.
- Information for parents is provided in the family's home language.

Essential Element II: Professionalism

Rationale: *The professional training and formal education of teachers is linked to higher quality teacher-child interactions. A strong connection has been found between the number of years of formal early childhood teacher education and program quality (Bowman, Donovan & Burns, 2001). Administrators of early childhood programs need managerial and leadership skills and knowledge specific to the education of young children and their families.*

II–A. Professional staff are qualified to work with young children and families by education, training, and experience.

Indicators:

- The teacher in each of the PED PreK program classroom must have the New Mexico Early Childhood Teacher License: Birth through Third Grade or the New Mexico Early Childhood Teacher License: Age Three through Grade Three. If a teacher does not hold one of these early childhood teacher licenses, but does hold a K-8 Elementary License and/or a Special Education License, he/she must provide evidence of successful completion of a minimum of six college credits annually toward one of the two early childhood licenses. Educational assistants in each of the PED PreK program classroom must have an Associate's degree in Early Childhood Education and hold the Educational Assistant License from the PED. Any educational assistant who does not currently possess an AA in early childhood education must provide evidence of completion of a minimum of six college credit hours towards the degree annually.
- Programs serving children and families who do not speak English or who are English language learners should have adults working in the classroom that speak the language of the child and family.
- Teaching staff are knowledgeable about working with children who have varying abilities and work in partnership with special education and related service providers.
- All program staff must have a current professional development plan (PDP) with specific professional goals and timelines related to these program standards. Staff must document ongoing activities to increase knowledge, specialization, and qualifications in early childhood education, individualization, and family support.
- Staff follow the NAEYC Code of Ethics.
- All PreK program teachers and educational assistants, including the PED-approved, long-term substitutes, must attend all required PreK trainings.
- All PreK program teachers, educational assistants, and administrators fully participate in the consultant model of job-embedded professional development.

Recommended Quality Indicators:

- Professional staff are members of professional organizations, advocacy groups, and/or mentoring programs that assist them through supervision and support.
- Teaching staff meet regularly in professional learning communities.

II–B. Professional staff are compensated with salaries and benefits that are comparable with other professional positions that have similar qualifications and responsibilities.

Indicators:

- PreK program teachers and educational assistants are employees of the district/charter school. If a long-term substitute teacher or assistant must be hired to temporarily staff a PreK classroom, the district/charter/Regional Education Cooperative (REC) must inform the PED within 10 days of the placement.
- Staff benefits include time for planning and classroom preparation and release time, at least comparable to kindergarten teachers.

II–C. Administrators must have early childhood knowledge and experience or have on-site administrative personnel with early childhood knowledge and experience. Administrators will support quality early childhood practices.

Indicators:

- PreK program administrators must have the New Mexico Education Administration, PreK–12 License, the New Mexico Early Childhood Teacher License: Birth through Third Grade, or the New Mexico Early Childhood Teacher License: Age Three through Grade Three.
- PreK program administrators have knowledge and experience in early childhood education, early intervention, early childhood special education, and supervision.
- PreK program administrators, outside the public schools, must have a PDP that includes taking credit-bearing college course work in early childhood education and in the administration of early childhood education programs. PreK program administrators must demonstrate continual progress toward accomplishing their PDP within an approved time frame.
- PreK program administrators ensure that program staff are able to access PD opportunities.
- PreK program administrators support ongoing PDP with PreK-specific goals for all staff.
- PreK program administrators provide a supportive work environment (e.g., hiring and retention policies, compensation and benefits, safety, workspace).
- Program policies are culturally responsive.
- Program policies and administrators promote interagency and interdisciplinary collaboration.
- Program policies and administrators promote continuous program evaluation and system change efforts.

Essential Element III: Health, Safety and Nutrition

Rationale: *All children deserve to be in healthy and safe early care and education settings. There are risk factors associated with cognitive and emotional delay in young children—inadequate nutrition, environmental toxins, diminished familial interactions, trauma and abuse, and parental substance abuse (National Center for Children in Poverty, 2003). Many families need assistance in accessing health care, nutrition and social services.*

III–A. All local, state, and federal regulations pertaining to health, safety, and nutrition for young children in out-of-home care are met, including but not limited to buildings and grounds, equipment, sanitation, water quality, fire protection, storage and handling of food.

Indicators for Health:

- A school health professional must insure that the following assessments are completed for each child prior to the beginning of PreK or within the first three months of attendance. The school health professional must either conduct the assessments or arrange for another health provider to conduct the assessments on site. Parents who choose to have their child assessed by their private provider must present evidence of such to the school. These assessments are
 - physical examination
 - current immunizations
 - vision screenings
 - hearing screenings
 - dental screenings
- Each child must be assessed with a developmental screening that includes a social-emotional component prior to the 3rd month of attendance. Programs must screen for early detection of children at risk for developmental delay. When possible, the dominant language of the child will be used during screening. Appropriate referrals are made to address all identified concerns. Services will be aligned to comply with the child's Individual Education Program (IEP).
- Program staff promote mental health utilizing positive child guidance approaches.
- Program sites develop policies and procedures to promote healthy behavior and reduce the risk of physical disease, mental illness, and nutritional problems. Staff is knowledgeable about each child's special health needs.
- Program staff are knowledgeable about the indicators of stress in young children.
- Program administrators develop policies and procedures that address the needs of children who are medically fragile.
- Staff follow universal health procedures and instruct the children in good health practices.
- Program staff facilitate family access to community resources and make appropriate referrals as necessary.

Indicators for Safety:

- The school site is in compliance with the Standards for Excellence 6.29.1 NMAC.
- The environment is physically and emotionally safe.
- Program staff share current safety information and resources with families.

Indicators for Nutrition:

- Programs must participate in the USDA School Lunch Program and must organize their schedule to provide at least one meal per day meeting USDA requirements. Full-day programs must provide both breakfast and lunch.
- Healthful eating habits are encouraged through the provision of nutritious and culturally-relevant foods eaten in a positive social atmosphere such as family-style dining.
- Special dietary requests and needs for children are accommodated (allergies, medical, religious, vegetarian) to the extent possible.
- Information on nutrition and healthy food preparation is available for families.
- All staff is knowledgeable about each child's special nutritional needs and parental requests for dietary restrictions.

Essential Element IV: Child Growth, Development, and Learning

Rationale: *Research has repeatedly demonstrated that the cognitive and social development of young children is strongly influenced by the quality of interaction and relationship between a teacher and child. A teacher can provide more warmth and responsive attention with a small group size and lower staff-child ratio (NAEYC, National Health and Safety Performance Standards).*

IV–A. Each program implements research-based early childhood education practice based upon child, family, and community needs at no cost to the child or parents.

Indicators:

- PreK programs must provide a minimum of 450 hours of classroom-based instruction.
- All PreK programs must provide at least 90 hours for the following:
 - at least one home visit early in the year
 - at least three parent conferences
 - at least two opportunities for parental group meetings for interaction, information, and transition activities
 - professional development, transition, or other activities required by NM PreK Program Standards

IV–B. Each program builds upon the adult-child relationship and promotes children’s growth, development and learning.

Indicators:

- The maximum group size is 20 children.
- The teacher-child ratio is 1:10 with one lead teacher and, if the group size is 11 or more, an assistant is assigned to the classroom.
- All classrooms will provide inclusive settings for children with developmental delays and disabilities. Depending on the group of children and the nature and severity of the disabilities of children served, the adult-to-child ratio might be smaller.

IV–C. Program staff understand and commit to practices that build on each child’s culture, language, experiences, and abilities.

Indicators:

- Program staff respect and provide classroom supports for each family’s experiences, languages, values, and patterns of interaction.
- Program staff promote understanding of diversity and disability.
- Diversity is reflected in the physical environment, the social/emotional environment, interpersonal relationships, personnel selections, and strategies that support learning.
- Program staff implement a culturally responsive approach to learning.
- Program staff respect each child’s language and demonstrate knowledge and skill related to second language acquisition.
- Program staff recognize and understand differences in children such as temperament, preferences, development, and interaction.
- Children with disabilities and developmental delays are integrated into groups of peers of the same age, with supports from appropriate service providers.
- Program staff modify the indoor and outdoor physical and learning environments to accommodate the needs of children with disabilities and developmental delays, with supports from appropriate service providers as indicated in the child’s IEP.
- Ancillary services (e.g., occupational, speech/language, and/or physical therapy) are integrated within regular program activities and routines to the maximum extent appropriate as indicated for the child with an IEP.
- Professional in-service training is provided that is specific to inclusionary practices.
- Children with special/behavioral needs may not be dismissed from the PreK program solely because of their special/behavioral needs unless a different placement is indicated in the child’s IEP.
- Programs may receive PreK funding for children who receive “speech-only” services. The program must show, through clear cost allocation methods, how special education funds are used to fund participation of children with other exceptionalities.

Essential Element V: Developmentally Appropriate Content and Learning Environment and Curriculum Implementation

Rationale: *Young children's learning is dependent on the development of language and cognitive and socio-emotional skills (Thompson & Happold, 2002). In early childhood, the development of these foundational skills lays the foundation for later learning. A developmentally appropriate setting for young children and families is positive, responsive, stimulating and supportive. The classroom climate is inclusive, accommodating and accessible to all children. Teachers facilitate the development of attitudes and behaviors that prepare children for school success including compassion, trust, creativity, self-control and perseverance.*

V–A. The physical environment and furnishings are planned to support active engagement, learning, participation, and membership of all children. The atmosphere of each classroom is child-oriented, inclusive, and comfortable for all children.

Indicators:

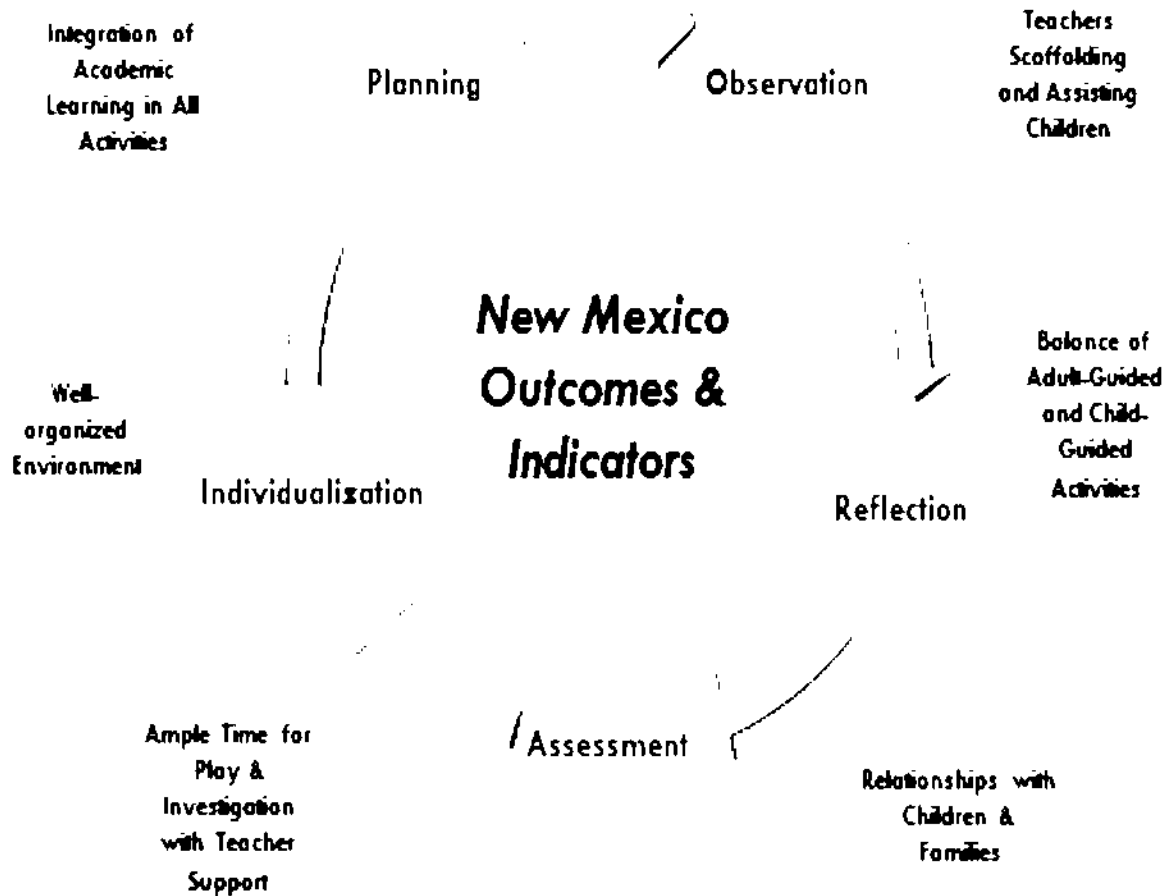
- All PreK classrooms will conduct a self assessment using the Early Childhood Environment Rating Scale Revised (ECERS R) and ECERS E, the Four Curricular Subscales Extension. Classrooms must achieve a minimum average score of five (5) on both these scales.
- Materials and equipment—such as books, dolls, toys, and wall displays—represent diverse cultures, ethnic groups, gender roles, family configurations, and abilities.
- The physical environment includes an adequate amount of space for indoor and outdoor activities, for adult planning and management activities, and for privacy.
- Classroom environments have identifiable learning centers that are flexible and designed for children to self-select activities.
- Accommodations, modifications, and adaptations are evident as needed for individual children.

V–B. Each program has curricula based upon sound child development/early childhood principles; the needs, interests, desires, and relevant life experiences of the children and families served; the language, home experiences, and cultural values of the children served; and the program's goals and objectives.

Indicators:

- Content is based on the New Mexico Early Learning Guidelines (ELG) (available at www.NewMexicoPreK.org) and is designed to achieve long-range goals for children in all domains (i.e., physical, motor, social, emotional, language, and cognitive) and to help children prepare to function as fully contributing members of a democratic society. A diagram of the essential elements of NM PreK curriculum is below.

The Elements of NM PreK Curriculum



- Program staff adhere to the principles of the New Mexico PreK Curriculum Policy Brief (available at www.NewMexicoPreK.org) with activities based on sound child development/early childhood education principles; the needs, interests, desires, and relevant life experiences of the children and families served; the language, home, experiences, and cultural values of the children served; and the program's goals and objectives.
- Curricula build upon what children already know, are able to do, and show evidence of being ready to do.
- Content provides opportunities for each child to develop feelings of competence and a positive attitude toward learning.
- Developmentally appropriate published curricula and curricular approaches are used as a source of ideas and activities building toward the ELG.

V–C. Learning experiences are carefully planned and flexible with selection of materials and experiences reflecting diversity, individual differences, and the unique interests and preferences of the group. Play is a valued context for learning.

Indicators:

- Curricular plans are based on observed and documented interests and needs of the children.
- Planned experiences provide for the development of cognitive skills, encouraging each child to understand concepts and to develop language fluency, literacy, numeracy, problem solving, and decision-making skills.
- Curricular planning and classroom preparation time for staff is built into the program schedule.
- Posted lesson plans describe teacher-initiated and child-initiated experiences that can include individual activities and developmentally-appropriate small and whole group activities for intentional instruction with alternating periods of active and quiet play.

Essential Element VI: Assessment of Children

Rationale: *Assessment of individual development and learning is necessary for planning and implementing curriculum. Yet accurate assessment of young children is challenging because their development and learning are rapid, uneven, and embedded within specific cultural and linguistic contexts (Bredekamp & Copple, 1997). Assessment of young children relies heavily on the results of observations, descriptive data, collection of work by children, and demonstrated performance over time. (NAEYC & NAECS/SDE, 1992).*

VI–A. Assessment of children’s educational needs is an ongoing process of collecting information from multiple sources using varied approaches and should be used to plan for and modify program curricula and to address specific needs of individual children.

Indicators:

- Program staff monitor each child’s developmental progress, strengths, and needs.
- Developmental screening instruments used are valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.
- Assessment results are used to inform instruction and modify curricula for all children.
- Families are informed of the assessment process and their legal rights of consent and refusal.
- Families are informed of screening and assessment results no later than the next scheduled parent–teacher conference.

- Assessment is an ongoing, dynamic process in which results are used to develop, with family members, the IEP or Family Service Plan, service coordination, and transition into programs.
- Program staff implement classroom-based services with fidelity to the observation, documentation, and planning cycle required by the New Mexico PreK Observational Assessment System, available at: www.NewMexicoPreK.org
- Administrators, teachers, and educational assistants complete the required assessment training.
- Program staff comply with all participation and program data reporting requirements for the following:
 - child observation, documentation, and planning cycle
 - exclusive use of the New Mexico Pre K Observational Assessment tools
 - use of the New Mexico PreK lesson plan form
- The New Mexico ELG are used as an ongoing assessment of children's progress and used as a primary source of information for individualized lesson planning.
- Program staff and other professionals maintain discretion and confidentiality when sharing information about children and their families.

Essential Element VII: Evaluation and Continual Improvement of Programs

Rationale: *Systematic and comprehensive program evaluation is essential to ensure quality care and education. Program evaluation is guided by program goals, using varied, appropriate, conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results. (NAEYC & NAECS/SDE, 2003)*

VII–A. Program sites have specific goals and objectives within a management plan that is evaluated annually by the state. All program components will be evaluated, including staff/professional development, family satisfaction, and children's progress using both formative and summative approaches.

Indicators:

- Multiple measures are used to evaluate site programs including program data; child demographic and assessment data; and information about staff qualifications, administrative practices, classroom quality assessments, and implementation data.
- Programs use multiple indicators of children's progress in all developmental areas to evaluate the effect of the program on children's development and learning. Children's gains over time are emphasized, not just upon exiting the program.
- Site staff seek out parental perceptions of program's strengths and weaknesses.
- Results of program, staff, and family evaluation are used to identify areas in need of improvement, support, additional resources, and professional development.
- Program evaluation results are to be publicly shared.

References

- At the starting line: Early childhood education programs in the 50 states.* (2002). American Federation of Teachers.
- Bowman, B.T., Donovan, M.S., & Burns, M.S. (Eds.). (2001). *Eager to Learn: Educating our preschoolers.* Washington, DC: National Academy Press.
- Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, DC: National Association for the Education of Young Children.
- Cost, Quality & Child Outcome Study Team (1995). *Cost, Quality & Child Outcomes in Child Care Centers—Public Report.* Denver, CO: Economics Department, University of Colorado at Denver.
- Gronlund, G., & James, M. (2005). *Focused Observations: How to Observe Children for Assessment and Curriculum Planning.* St. Paul, Minnesota: Redleaf Press.
- Gronlund, G. (2003). *Focused Early Learning: A Planning Framework for Teaching Young Children.* St. Paul, Minnesota: Redleaf Press.
- Gronlund, G. & Engel, B. (2001). *Focused Portfolios™: A complete Assessment for the Young Child.* St. Paul, Minnesota: Redleaf Press.
- Howes, C. (1997). Children's experiences in center-based child care as a function of teacher background and adult: child ratio. *Merrill-Palmer Quarterly*, 43(3), 404-425.
- Mayall, B. (1996). *Children, Health and the Social Order.* Buckingham: Open University Press.
- National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2002). Early learning standards: Creating the conditions for success.
- National Center for Children in Poverty (2002). *Early childhood poverty: A statistical profile.* NYC, NY.
- Sandall, M., & Smith, B. J., (2000). *Division for Early Childhood: Recommended practices in early intervention/early childhood special education.* Missola, Montana: CEC Division of Early Childhood.
- Schumacher, R., Irish, K., & Lombardi, J. (2003). *Meeting great expectations: Integration early education program standards in child care.* The Foundation for Child Development, Working Paper Series.

Shorc, R. (1997). *Rethinking the Brain: New Insights into Early Development*. New York: Families and Work Institute.

Turner, P., Rivcra, O., Dudley, M., Stile, S., & Rinchart, N. (1999). *A guide to best practices: Essential elements of quality... Early care, education and family support programs for children birth through age eight and their families in New Mexico*. ... New Mexico: Office of Child Development.

Vandell, D.L., & Wolfe, B. (2000). *Child care quality: Does it matter and does it need to be improved?* Washington, DC: U.S. Department of Health and Human Services.

Appendix K
New Mexico Professional Development Brochure

**WHY DO I NEED SPECIALIZED
EDUCATION TO WORK WITH
YOUNG CHILDREN?**

Because...

- ⇒ the early years are the most important for learning
- ⇒ young children learn in special ways
- ⇒ quality programs for young children require staff who:
 - understand developmentally appropriate practices
 - facilitate all aspects of child development and learning
 - establish partnerships with families and the community
 - design programs and curriculum that are culturally and linguistically appropriate
 - provide a healthy, safe, and challenging learning environment

For more information about New Mexico's Early Care, Education and Family Support Professional Development System:

Contact the New Mexico
Office of Child Development.
(505) 827-7946

or

Contact your regional Early
Childhood Training and Technical
Assistance Program

or

Contact the early childhood
faculty at your local institution of
higher education

or

Additional information is available
at **www.NewMexicoKids.org**



**NEW MEXICO'S
Early Care, Education
&
Family Support
Professional
Development System**



for those wanting to work as a:

- teacher
- child-care teacher
- home visitor
- program administrator
- early interventionist
- mentor or
- program development specialist with children birth through third grade, their families and programs they attend.

Levels of Certification and Licensure for New Mexico's Early Care, Education and Family Support Professionals

LEVELS OF CERTIFICATION AND LICENSURE: Certificates issued by the Office of Child Development/CYFD. Teacher licenses issued by the Public Education Department.	45-Hour Entry Level Course Seek advisement and talk with early childhood faculty Choose a Pathway & Plan General Education Coursework Associate Degree/Lower Division Professional Pathways Common Core Early Childhood Coursework			
45-Hour Entry Level Certificate NM Child Development Certificate (state-issued equivalent to the CDA) <ul style="list-style-type: none">• Infant and Toddler• Preschool Vocational Certificate Associate Degree Certificate } Issued in these 3 areas	Early Childhood Educator Early Childhood Program Admin. Family, Infant Toddler Specialist			
Bachelor's Degree Certificates: Early Childhood Educator: Birth-Age 4 Early Childhood Program Administrator Family Infant Toddler Specialist	Continue Pathway & Plan Electives/Licensure Endorsement Bachelor's Degree Professional Pathways Common Core Early Childhood Coursework			
Early Childhood Teacher License: Birth through Age Eight <ul style="list-style-type: none">• Birth-Age 4• Age 3-Grade 3 Professional Certificate in Family, Infant Toddler Studies	Early Childhood Educator Early Childhood Educator Early Childhood Program Admin. Family, Infant Toddler Specialist Birth - Age 4 Age 3 - Age 8 Admin. Specialist			

New Mexico's Professional Pathways for Early Care, Education and Family Support Certification and Licensure

Universal Catalogue of Courses

To be implemented statewide as approved by state agencies and institutions of higher education

Foundational Level					
Associate Degree/Lower Division Courses – Prerequisites for Upper Division Courses					
Common Core Courses					
Professionalism (2 credits)	Child Growth, Development, & Learning (3 credits)	Health, Safety & Nutrition (2 credits)	Family & Community Collaboration (3 credits)	Guiding Young Children (3 credits)	Assessment of Children & Evaluation of Programs (3 credits – EC SPED/ECED)
Choose a Professional Pathway					

Early Childhood Teacher (Birth–Grade 3) Early Childhood Program Administration Family Infant Toddler Studies

Introduction to Language, Literacy & Reading
(3 credits)

Curriculum Development through Play – Birth through Age 4
(3 credits)
Practicum (Birth through Age 4)
(2 credits)

Curriculum Development & Implementation – Age 3 through Grade 3
(3 credits)
Practicum (Age 3 through Grade 3)
(2 credits)

Program Management I
(3 credits)
Effective Program Development for Diverse Learners and Their Families
(3 credits)
Practicum (2 credits)
Professional Relationships
(3 credits)
Practicum (2 credits)

Infant-Toddler Growth, Development & Learning
(3 credits)
Practicum
(2 credits)
Caregiving for Infants and Toddlers
(3 credits)
Family Infant Toddler Professionals, Families & Communities
(3 credits)
Practicum
(2 credits)

Early Childhood Transfer Module: 29 Early Childhood Credits plus 35 General Education Credits

Upper Division Courses Bachelor's Degree		
Common Core Courses		
Research in Child Growth, Development & Learning (3 credits)	Family, Language and Culture (3 credits)	Young Children with Diverse Abilities (3 credits – EC SPED/ECED)
Choose a Professional Pathway		

Early Childhood Teacher: Licensure

Concentration: Birth through Age 4	Concentration: Age 3 through Grade 3
Advanced Caregiving for Infants & Toddlers (3 credits)	The Integrated Early Childhood Teaching & Learning Series:
Emergent Literacy (3 credits)	Teaching & Learning Math and Science (4 credits)
Integrated Curriculum – Birth through Age 4 (4 credits) Practicum (2 credits)	Teaching & Learning Reading and Writing (3 credits)
	Teaching & Learning Social Studies, Fine Arts and Movement (3 credits)
Licensure Option: Student Teaching (9 credits) Seminar (3 credits)	Teaching & Learning Practicum (2 credits)
	Student Teaching (9 credits)
Non-Licensure Option: Related Electives (12 credits)	Student Teaching Seminar (3 credits)

Early Childhood Program Administration

Assessment, Curriculum Development & Program Evaluation: Advanced Program Management
(4 credits)
Practicum
(2 credits)
Professional Leadership
(3 credits)
Internship
(6 credits)
Related Electives
(9 credits)

Family, Infant Toddler Studies
(Early Intervention & Home Visiting)

Advanced Knowledge & Practical Application (Strategies and Techniques to Support Early Learning)
(3 credits – EC SPED/ECED)
Practicum
(2 credits)
Infant and Toddler Assessment & Evaluation
(3 credits – EC SPED/ECED)
Practicum
(1 credit)
Internship
(8 credits)
Reflective Practice Seminar
(1 credit)
Related Electives
(6 credits)

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET PART II – NARRATIVE

Grant Year 1.

1) Personnel - \$205,734

- **Title and role of position:** Project Coordinator to oversee and coordinate Preschool Expansion Grant activities

Annual Salary: \$57,720

Percentage of Time: 100%

Explanation: This position is critical to successfully implement the Preschool Expansion Grant, as well as coordination of all activities related to the Grant..

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant..

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant..

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance..

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

2) Fringe Benefits - \$61,766

- **Percentage of Fringe Benefits:** 30% of the annual salaries for the Project Coordinator and three Program Monitors.
- **Basis for cost estimates or computations:** The estimates are based on the State of New Mexico standard for estimating employee benefits, as part of the budgeting process.

3) Travel - \$18,000

- **Estimated number of trips:** It is estimated that the Project Coordinator and the Program Monitors will conduct 72 trips to the sub-grantee and preschool programs.
- **Estimated transportation and subsistence costs for each trip:** \$250

4) Equipment - \$0

5) Supplies – \$2,000

- **Estimate of materials and supplies:** General office supplies, such as paper and file folders.
- **Basis for cost estimate or computations:** Estimated cost for general office supplies is based on experience related to other projects.

6) Contractual - \$312,500

- **Project Management:** \$97,500 for a Preschool Expansion contract/agreement to provide a half-time Project Manager and full-time financial/clerical support and related travel and general office supplies. Services will be procured in accordance with state law (New Mexico Procurement Code).

- **Data, Standards Development and Training:** \$205,000 for a Preschool Expansion contract/agreement to provide data management, analysis, and measures of indicators for Government Performance and Results Act (number and percent of children served in High-Quality Preschool Programs funded by the project, number and percent of children served overall in the state PreK program, and number and percent of children in the High-Need Communities served by the project that are read for kindergarten as determined by the state's Kindergarten Entry Assessment), program standards, training development and delivery, and related travel and general office supplies. . Services will be procured in accordance with state law (New Mexico Procurement Code).
- **Inclusion of children with disabilities:** \$10,000 for a Preschool Expansion contract/agreement for development and implementation of a plan for recruitment and inclusion of children with disabilities. Services will be procured in accordance with state law (New Mexico Procurement Code).

7) Training Stipends - \$0

8) Other - \$0

9) Total Direct Costs lines 1-8 above: \$600,000

10) Indirect Costs - \$0

11) Funds to be distributed to sole Sub-grantee - \$11,875,000

- **Grants for health, safety and equipment:** \$225,000 for Sub-grantee to issue Grants to Preschool Expansion programs for health, safety and equipment.
- **T.E.A.C.H. Scholarships:** \$100,000 for Sub-grantee to coordinate scholarships to eligible educators through the New Mexico Association for the Education of Young Children.

- **Training and Technical Assistance:** \$300,000 for Preschool Expansion program consultation, coaching, training and technical assistance, program support and other operating costs.
- **Direct Services-New Slots:** \$6,250,000 for approximately 520 new federally funded slots for children.
- **Direct Services-Existing Slots:** \$5,000,000 for approximately 300-500 slots for children.

12) Mandatory set-aside for grantee technical assistance - \$25,000

13) Total Funds Requested lines 9-12 above: \$12,500,000

14) Other Funds Allocated to the State's Plan - \$(b)(4)

- **Source of funds:** State funds to support the projects in the State's Plan.
- **Activities being funded:** State funds to be used for preschool slots for children.

15) Total Budget Grant Year 1: \$(b)(4)

Grant Year 2

1) Personnel - \$205,734

- **Title and role of position:** Project Coordinator to oversee and coordinate Preschool Expansion Grant activities.

Annual Salary: \$57,720

Percentage of Time: 100%

Explanation: This position is critical to successfully implement the Preschool Expansion Grant, as well as coordination of all activities related to the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

2) Fringe Benefits - \$61,766

- **Percentage of Fringe Benefits:** 30% of the annual salaries for the Project Coordinator and three Program Monitors.
- **Basis for cost estimates or computations:** The estimates are based on the State of New Mexico standard for estimating employee benefits, as part of the budgeting process.

3) Travel - \$18,000

- **Estimated number of trips:** It is estimated that the Project Coordinator and the Program Monitors will conduct 72 trips to the sub-grantee and preschool programs.

- **Estimated transportation and subsistence costs for each trip:** \$250.

4) Equipment - \$0

5) Supplies – \$2,000

- **Estimate of materials and supplies:** General office supplies, such as paper and file folders.
- **Basis for cost estimate or computations:** Estimated cost for general office supplies is based on experience related to other projects.

6) Contractual - \$312,500

- **Project Management:** \$97,500 for a Preschool Expansion contract/agreement to provide a half-time Project Manager and full-time financial/clerical support and related travel and general office supplies. Services will be procured in accordance with state law (New Mexico Procurement Code).
- **Data, Standards Development and Training:** \$205,000 for a Preschool Expansion contract/agreement to provide data management, analysis, and measures of indicators for Government Performance and Results Act (number and percent of children served in High-Quality Preschool Programs funded by the project, number and percent of children served overall in the state PreK program, and number and percent of children in the High-Need Communities served by the project that are read for kindergarten as determined by the state's Kindergarten Entry Assessment), program standards, training development and delivery, and related travel and general office supplies. Services will be procured in accordance with state law (New Mexico Procurement Code).
- **Inclusion of children with disabilities:** \$10,000 for a Preschool Expansion contract/agreement for development and implementation of a plan for recruitment and inclusion of children with disabilities. Services will be procured in accordance with state law (New Mexico Procurement Code).

7) Training Stipends - \$0

8) Other - \$0

9) Total Direct Costs lines 1-8 above: \$600,000

10) Indirect Costs - \$0

11) Funds to be distributed to sole Sub-grantee - \$11,875,000

- **Grants for health, safety and equipment:** \$225,000 for Sub-grantee to issue Grants to Preschool Expansion programs for health, safety and equipment.
- **T.E.A.C.H. Scholarships:** \$100,000 for Sub-grantee to coordinate scholarships to eligible educators through the New Mexico Association for the Education of Young Children.
- **Training and Technical Assistance:** \$300,000 for Preschool Expansion program consultation, coaching, training and technical assistance, program support and other operating costs.
- **Direct Services-New Slots:** \$6,250,000 for approximately 520 new federally funded slots for children.
- **Direct Services-Existing Slots:** \$5,000,000 for approximately 300-500 slots for children.

12) Mandatory set-aside for grantee technical assistance - \$25,000

13) Total Funds Requested lines 9-12 above: \$12,500,000

14) Other Funds Allocated to the State's Plan - \$ (b)(4)

- **Source of funds:** State funds to support the projects in the State's Plan.

- **Activities being funded:** State funds to be used for preschool slots for children.

15) Total Budget Grant Year 2: \$ (b)(4)

Grant Year 3

1) Personnel - \$205,734

- **Title and role of position:** Project Coordinator to oversee and coordinate Preschool Expansion Grant activities.

Annual Salary: \$57,720.

Percentage of Time: 100%

Explanation: This position is critical to successfully implement the Preschool Expansion Grant, as well as coordination of all activities related to the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance...

Annual Salary: \$49,338.

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance...

Annual Salary: \$49,338.

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

2) Fringe Benefits - \$61,766

- **Percentage of Fringe Benefits:** 30% of the annual salaries for the Project Coordinator and three Program Monitors.
- **Basis for cost estimates or computations:** The estimates are based on the State of New Mexico standard for estimating employee benefits, as part of the budgeting process.

3) Travel - \$18,000

- **Estimated number of trips:** It is estimated that the Project Coordinator and the Program Monitors will conduct 72 trips to the sub-grantee and preschool programs.
- **Estimated transportation and subsistence costs for each trip:** \$250

4) Equipment - \$0

5) Supplies – \$2,000

- **Estimate of materials and supplies:** General office supplies, such as paper and file folders.
- **Basis for cost estimate or computations:** Estimated cost for general office supplies is based on experience related to other projects.

6) Contractual - \$312,500

- **Project Management:** \$97,500 for a Preschool Expansion contract/agreement to provide a half-time Project Manager and full-time financial/clerical support and related travel and general office supplies. Services will be procured in accordance with state law (New Mexico Procurement Code).
- **Data, Standards Development and Training:** \$205,000 for a Preschool Expansion contract/agreement to provide data management, analysis, and measures of indicators for Government Performance and Results Act (number and percent of children served in High-Quality Preschool Programs funded by the project, number and percent of children served overall in the state PreK program, and number and percent of children in the High-Need Communities served by the project that are read for kindergarten as determined by the state's Kindergarten Entry Assessment), program standards, training development and delivery, and related travel and general office supplies. Services will be procured in accordance with state law (New Mexico Procurement Code).
- **Inclusion of children with disabilities:** \$10,000 for a Preschool Expansion contract/agreement for development and implementation of a plan for recruitment and inclusion of children with disabilities. Services will be procured in accordance with state law (New Mexico Procurement Code).

7) Training Stipends - \$0

8) Other - \$0

9) Total Direct Costs lines 1-8 above: \$600,000

10) Indirect Costs - \$0

11) Funds to be distributed to sole Sub-grantee - \$11,875,000

- **Grants for health, safety and equipment:** \$225,000 for Sub-grantee to issue Grants to Preschool Expansion programs for health, safety and equipment.

- **T.E.A.C.H. Scholarships:** \$100,000 for Sub-grantee to coordinate scholarships to eligible educators through the New Mexico Association for the Education of Young Children.
- **Training and Technical Assistance:** \$300,000 for Preschool Expansion program consultation, coaching, training and technical assistance, program support and other operating costs.
- **Direct Services-New Slots:** \$6,250,000 for approximately 520 new federally funded slots for children.
- **Direct Services-Existing Slots:** \$5,000,000 for approximately 300-500 slots for children.

12) Mandatory set-aside for grantee technical assistance - \$25,000

13) Total Funds Requested lines 9-12 above: \$12,500,000

14) Other Funds Allocated to the State's Plan - \$ (b)(4)

- **Source of funds:** State funds to support the projects in the State's Plan.
- **Activities being funded:** State funds to be used for preschool slots for children.

15) Total Budget Grant Year 3: \$20,169,300

Grant Year 4

1) Personnel - \$205,734

- **Title and role of position:** Project Coordinator to oversee and coordinate Preschool Expansion Grant activities.
Annual Salary: \$57,720
Percentage of Time: 100%

Explanation: This position is critical to successfully implement the Preschool Expansion Grant, as well as coordination of all activities related to the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

- **Title and role of position:** Program Monitor to provide Preschool Expansion Grant contracted program(s) compliance.

Annual Salary: \$49,338

Percentage of Time: 100%

Explanation: This position is needed to ensure contract compliance of Preschool programs awarded funds under the Grant.

2) Fringe Benefits - \$61,766

- **Percentage of Fringe Benefits:** 30% of the annual salaries for the Project Coordinator and three Program Monitors.
- **Basis for cost estimates or computations:** The estimates are based on the State of New Mexico standard for estimating employee benefits, as part of the budgeting process.

3) Travel - \$18,000

- **Estimated number of trips:** It is estimated that the Project Coordinator and the Program Monitors will conduct 72 trips to the sub-grantee and preschool programs.
- **Estimated transportation and subsistence costs for each trip:** \$250.

4) Equipment - \$0

5) Supplies – \$2,000

- **Estimate of materials and supplies:** General office supplies, such as paper and file folders.
- **Basis for cost estimate or computations:** Estimated cost for general office supplies is based on experience related to other projects.

6) Contractual - \$312,500

- **Project Management:** \$97,500 for a Preschool Expansion contract/agreement to provide a half-time Project Manager and full-time financial/clerical support and related travel and general office supplies. Services will be procured in accordance with state law (New Mexico Procurement Code).
- **Data, Standards Development and Training:** \$205,000 for a Preschool Expansion contract/agreement to provide data management, analysis, and measures of indicators for Government Performance and Results Act (number and percent of children served in High-Quality Preschool Programs funded by the project, number and percent of children served overall in the state PreK program, and number and percent of children in the High-Need Communities served by the project that are read for kindergarten as determined by the state's Kindergarten Entry Assessment), program standards, training development and delivery, and related travel and general office supplies.

Services will be procured in accordance with state law (New Mexico Procurement Code).

- **Inclusion of children with disabilities:** \$10,000 for a Preschool Expansion contract/agreement for development and implementation of a plan for recruitment and inclusion of children with disabilities. Services will be procured in accordance with state law (New Mexico Procurement Code).

7) Training Stipends - \$0

8) Other - \$0

9) Total Direct Costs lines 1-8 above: \$600,000

10) Indirect Costs - \$0

11) Funds to be distributed to sole Sub-grantee - \$11,875,000

- **Grants for health, safety and equipment:** \$225,000 for Sub-grantee to issue Grants to Preschool Expansion programs for health, safety and equipment.
- **T.E.A.C.H. Scholarships:** \$100,000 for Sub-grantee to coordinate scholarships to eligible educators through the New Mexico Association for the Education of Young Children.
- **Training and Technical Assistance:** \$300,000 for Preschool Expansion program consultation, coaching, training and technical assistance, program support and other operating costs.
- **Direct Services-New Slots:** \$6,250,000 for approximately 520 new federally funded slots for children.
- **Direct Services-Existing Slots:** \$5,000,000 for approximately 300-500 slots for children.

12) Mandatory set-aside for grantee technical assistance - \$25,000

13) Total Funds Requested lines 9-12 above: \$12,500,000

14) Other Funds Allocated to the State's Plan - \$ (b)(4)

- **Source of funds:** State funds to support the projects in the State's Plan.
- **Activities being funded:** State funds to be used for preschool slots for children.

15) Total Budget Grant Year 4: \$ (b)(4)

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

State of New Mexico Children Youth and Families Department

Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	205,734.00	205,734.00	205,734.00	205,734.00		322,936.00
2. Fringe Benefits	61,766.00	61,766.00	61,766.00	61,766.00		247,064.00
3. Travel	13,000.00	13,000.00	13,000.00	13,000.00		72,000.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	2,000.00	2,000.00	2,000.00	2,000.00		8,000.00
6. Contractual	337,500.00	337,500.00	337,500.00	337,500.00		1,350,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	625,000.00	625,000.00	625,000.00	625,000.00		2,500,000.00
10. Indirect Costs*	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	11,875,000.00	11,875,000.00	11,875,000.00	11,375,000.00		47,500,000.00
12. Total Costs (lines 9-11)	12,500,000.00	12,500,000.00	12,500,000.00	12,500,000.00		50,000,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) . . . Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) . . . If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) . . . For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?... or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization State of New Mexico Children Youth and Families Department	Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	--	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other		(b)(4)				
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Dan"/>	<input type="text"/>	<input type="text" value="Baggard"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="PO Drawer 5160"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Santa Fe"/>
County:	<input type="text"/>
State:	<input type="text" value="NM: New Mexico"/>
Zip Code:	<input type="text" value="87502-5160"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="505 827 6614"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------